

# College and Research Libraries

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Association of College and Research Libraries

## College and Research Libraries

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FOR THE PRESENT ISSUE *College and Research Libraries* is without the direction of its editor and it is scheduled to be so for at least two more numbers. As indicated on another page, Dr. White has accepted an appointment to spend some months in China, having been granted leave for this purpose from his positions as director of libraries and dean of the School of Library Service at Columbia University.

The journal is currently in charge of its managing editor, who is being assisted by Maurice F. Tauber, assistant director of libraries, Technical Services, Columbia University, and by Byron C. Hopkins, assistant to the dean: placement, School of Library Service, Columbia University.



By WINIFRED VER NOOY

## Keeping After-War Goals in View

*At the opening of her term of office the President of the Association of College and Reference Libraries sends this word to members.*

AS WE PROGRESS a little nearer to the end of the war and complete demobilization comes closer, when over two million college people will be freed from military service, we who are associated with college and university and research libraries need to look at our libraries quite critically. What impression will our libraries make on the returning service men and women? Will they live up to the expectations of good service and complete book coverage?

Library buildings and staff are important but they are of little use if they do not supplement a well-selected book collection. The old collection needs to be carefully scrutinized so that deadwood can be discarded. The trend of the educational program of the institution and the interests of the students and faculty must be reflected in the books selected for purchase. The new books about the amazing scientific discoveries of the past few years are important and should be found in every college library. We will want to purchase books concerning the ideologies and customs of the distant parts of the world that our men be-

came acquainted with during the war, books that will serve to develop understanding and friendliness between races and nations.

We must not forget our European neighbors whose libraries have been devastated. Our Joint Committee on a Book Campaign for Devastated and Other Libraries in War Areas, under the chairmanship of Milton E. Lord, of the Boston Public Library, is studying the whole question. With the end of the European war all of our libraries can help the foreign universities re-establish their libraries by furnishing valuable publications from among our duplicates.

As we have not been able to have a meeting of the Association of College and Reference Libraries since the Milwaukee meeting in 1942, it would be helpful if we would make more use of *College and Research Libraries* as a means of expressing our opinions about matters of interest to us. Various librarians have like problems and are eager to read about methods of solving them. It is our magazine; its pages are open to us; so let us use it.

In the coming year, when times may be trying with shifting staffs and slow commercial services, may we always remember that our object is to promote library service and librarianship of a high standard in spite of difficulties and hindrances.

## The Training of Divisional Reading Room Librarians

*Dr. Ellsworth's article makes it evident that the divisional plan for college and university libraries implies changes in staffing and in the preparation of those who are to do the work of the divisions.*

THE CURRENT trend toward planning university and college libraries around some subject or combination of subjects as at Brown, Colorado, Nebraska, and elsewhere, instead of around traditional library functions such as reference, reserve, circulation, and periodicals, naturally brings up the question of how librarians can prepare themselves for this new type of work. Library schools, as everybody knows, have in general based their curricula on the assumption that their graduates will work according to library functions. Thus, we have had courses in acquisition, reference, cataloging and classification, government documents, etc.

But if function is to be subordinated to subject or if divisional librarians are to perform all the traditional library functions in relation to a subject area, then perhaps the library schools will need to adjust their curricula accordingly, at least in the college and university library fields. The implications of the question would seem to deserve discussion at this time.

Such discussion must begin with careful definitions of what is meant by divisional libraries and of the possible jobs that divisional librarians might undertake. The variations among existing divisional read-

ing room plans and contemplated plans are considerable. These variations appear to group themselves around three distinct types of service.

### 1. *Imposed Divisions*

Under this plan the library keeps intact its traditional room functions, such as reference, reserve, periodicals, and closed stack circulation, but adds subject service through departmental libraries and by establishing special subject reading rooms for more specific purposes. The reading rooms usually contain a small collection of books for course work. No attempt is made to merge all the publications pertaining to the field. The librarian of such a room is concerned primarily with records and physical problems, that is, he works with instructors to see that the right books are in the collection. He tries to keep the collection in order and to circulate books for overnight use. There is usually a minimum amount of reference work connected with this type of service because it is tied up primarily with making books available for courses. In the early stages, at least, the work is not unlike that of a reserve librarian and does not offer an opportunity for use of more knowledge of the subject concerned. For this work there is little opportunity for library schools to develop a type of training that would be significantly better than what we now have.

### 2. *Intermediate Division*

A second step is the establishment of sub-

ject divisional rooms which absorb most of the standard functions, such as reserve, periodicals, some parts of reference, document, and stack circulation. Here the divisional or area librarian attempts to manage all library functions for one or more subject fields. He is reference librarian, reserve librarian, periodicals librarian for one or more fields. He may find it necessary to confine most of his time to the mechanics of this work; or, if he can routinize these, he has an unlimited opportunity to devote his time to the reading problems of a subject field as well as to the more interesting bibliographic problems. The concentration of function immediately brings him into close contact with the instructor and the student, and he must know a good deal about the subject area itself. The more he knows the more he can develop the reference side of his work. A librarian in charge of this kind of room who has only the standard A.B. and B.S. in L.S. is in the embarrassing position of not knowing enough about the subject field in his area to extend the range of his control with advanced students and faculty members. If he holds an M.A. or a Ph.D. in a subject field, he knows enough in one or two fields to go ahead but his knowledge is usually limited to parts of the area he works with. Furthermore, he finds himself dealing with the technical processes divisions of the library organized on the traditional basis.

A librarian trying to administer this type of organization begins to ask himself how he can merge all library processes on the divisional basis, and he faces questions he cannot answer. For example, why not split the cataloging and classification departments among the divisions? Why not circulate all books in the stacks through the division? Why not break up the main catalog into the division? Why not decentralize the order department so that much of the ordering can originate from the

reading rooms, where needs are first realized? The possibilities are interesting, but the practical obstacles to be overcome are considerable.

My experience with the library at this stage of development at the University of Colorado suggests that the divisional librarian must have the following minimum qualifications: namely, a well-rounded general education at the bachelor of arts level, the standard one-year library course, and at least a master's degree in one of the subject fields involved. A Ph.D. would be far better, but present library salary scales make this impracticable. Library training alone is insufficient, and subject training alone does not work too well. Much of the library school training is wasted in such positions, as is some of the training received in graduate school. A more logical preparation would seem to be a two-year curriculum developed in a library school where the candidate is given a very concentrated dose of technical training, six weeks at the most, and where the rest of the time would be spent in analyzing the bibliographic apparatus, the structure of the literature, and the working problems of scholars and learners in a subject area.

Where the divisional librarian is well enough educated and where he is acceptable, the idea of having him teach a course in a subject field is helpful. A unit of teaching for which the divisional librarian might be responsible is a course in bibliographic methods for graduate students. We librarians must recognize that the bibliographic training we receive in the first-year library school is not sufficient background for this course. To this work it is necessary to add courses in methods of research.

The special training of lower divisional librarians or general college librarians presents an interesting problem, but discussion of it will come later in this paper.

### 3. *Instructional Division*

The conception of a divisional library, as treated above, takes the librarian far astray from traditional procedures, but it stops short of complete fusion of the subject instruction and library activities. The third type, which is being approached at Colorado and which is being sought vigorously at the State University of Iowa in its new building program, merely follows the second plan to its logical conclusion; that is to say, it merges the function of the library and the instructional program of the university and merges the function of the librarian and that of the teacher. Lest the discussion dissolve itself into jargon, the following outline of how such a program would look and work is presented.

For the educational function which might be called "general education" or "lower division" or "core" or "college," a reading area which included reading room space, classrooms, consultation rooms, phonograph record listening rooms, faculty office rooms, and faculty research rooms might be built around a civilization arrangement. The following concentrations would be logical: early Oriental civilization, Greek and Roman, Christian and medieval, Renaissance, Industrial Revolution, age of nationalism, and contemporary.

For each concentration one would place multiple copies of the titles of books that represent the ideas that were significant in the period, examples of the art and music, models of homes, buildings, transportation systems, agricultural organizations, business organizations, etc., arranged according to the best museum treatment. The purpose is to reconstruct, insofar as this is possible, the essential contributions of each civilization in a manner that will challenge the imagination of young learners. Thus a student would be able to see the development of man's culture in rela-

tion to time sequence. The number of book titles needed for this job would not be extensive, but they would certainly be greater than the one hundred best books. The reason for using many nonprint materials in such concentrations is obviously to try to offer the student a presentation that will serve as a study guide to the library.

The curriculum in the lower division area which would be used with this type of library might be based on an analysis of civilization or it might be based on traditional subjects. The library would serve best with the first type of curriculum but would work satisfactorily with the second. The advantages would be, of course, that the student would be able to understand what was known about each field of knowledge at a particular time. Presumably this would be a help to him in understanding his heritage.

Such a library requires a considerable amount of space. It should be so planned that much of the instruction could be done in the library, both with groups and individual units. It would include all subjects as they entered man's cultural development.

The librarian in charge would not have many technical duties to perform outside of presentation. He would have a part in the directing of the curriculum and in the teaching process itself.

The reading room areas to be provided for advanced students and faculty in the nonlaboratory departments could, by providing space for recognized functions, go far in coordinating library and instructional programs. The functions which must be combined are: small and intimate reading room areas surrounded by relevant books, pictures, and records; faculty research quarters and faculty consultation rooms; classrooms or seminars; rooms for special laboratory functions such as statistical machines; record playing rooms; microfilm equipment; map rooms; group



meeting rooms; rooms equipped for moving pictures, slides, housing for objects, and lounging areas; and phonetics laboratories.

In other words, for the humanities and social studies the divisional reading rooms can be the place where most of the activities of students and faculty members take place. It is clear that the administration of these functions around a subject area calls for an exercise of librarianship that is different from what has been considered the province of the profession. Certainly there will be technical work to be done, and the librarians will have to do it. But who will direct the program, a librarian, or a teacher, or someone who is both?

The answer to that question will be determined, in my judgment, not on theoretical bases, but in terms of the kind of librarians available when such positions open up. If there are librarians who are obviously capable of doing this work, then they will be hired. Otherwise, professors will be placed in charge. In this respect the problem is comparable to that faced by large universities in the last ten years in the employing of directors of libraries. Whenever capable librarians have been available, they have been hired. Where they have not been available, professors have been put in charge.

If this is true, then the library schools have an opportunity to begin now preparing a few hand-picked students for this type of work. No one likes to be a guinea pig, but in this case the student would be taking little risk, because there are many librarians today who would jump at the opportunity of hiring staff members trained in this manner.

#### *Suggestions for a Curriculum*

The faculties of the library schools are perhaps in the best position to determine how such a curriculum should be developed,

but a few suggestions by a layman might be in order.

1. In the realm of technical processes, little time need be devoted to nonbibliographic problems, except that possibly some work should be concentrated on cataloging apparatus as a tool device. Outside of the technical processes work the student should spend most of his time studying the bibliographic apparatus of subject fields, the working procedures of scholars, and the reading problems of students at all levels. By this I do not mean graduate work for an advanced degree in a subject area. That may be valuable, but it does not provide the breadth of training or the knowledge of bibliographic apparatus that is needed for the type of work under discussion. Some of the courses on methods of research given by subject departments will be a satisfactory way of introducing a student to a subject area, but these would have to be carefully scrutinized by the faculty concerned with developing a particular student's program. To some extent the approach employed at the Graduate Library School of the University of Chicago is a satisfactory one for this purpose.

2. The student will want to spend a certain amount of time studying the development of institutions of higher learning in this country and abroad and the philosophic considerations that are determining the future development of colleges and universities.

3. The student might well be acquainted with some of the actual problems a librarian faces in terms of how a university works, through its administrative machinery, its committee functions, its social structure, its "beer garden" approach to problems, and its departmental alignments and politics. These are matters that are not written into administration textbooks but they are ad-

*(Continued on page 19)*

By CARL W. E. HINTZ

## Evolution at the University of Maryland Libraries

*Not revolution, but normal development, is the key to the changes described by the librarian of the University of Maryland.*

THE ADMINISTRATION of collegiate libraries in a university and their relationship to the general library and the university librarian, or director of libraries, is a subject which has engaged the attention of many librarians, professors, deans, and even university presidents. In the main there have been two schools of thought—the faculty, in many cases, seeking to maintain independent collegiate libraries while librarians have striven for centralized library systems, administratively speaking. As a result, various surveys of the subject made over a period of years show a wide variety of practice, ranging from a high degree of centralization to complete independence for certain of the professional school libraries.<sup>1</sup> It is interesting to note in this connection that the recently published *Handbook of Medical Library Practice* has selected as a typical administrative organization in a university one in which the university librarian is described as the “nominal head of the dental library,” with the direct flow of authority passing not through his hands but vested in the dean.<sup>2</sup> In general, however, recent administrative

trends appear to be in the direction of centralization of control in library systems, as well as in other types of enterprises. In fact, if the generally accepted principles of administrative organization as discussed, for instance, by Reeves in *Current Issues in Library Administration*,<sup>3</sup> are followed, a centralized library system must almost inevitably result. It is the purpose of this paper to describe the development of an administrative relationship based on the thesis of centralized control which, on the basis of experience, has proved its worth and practicability.

### *The Setting*

The University of Maryland is a state-owned and state-controlled university, formed by a merger in 1920 of the old privately-owned and operated University of Maryland in Baltimore and the Maryland State College at College Park. The Baltimore division traces its history back to 1807 when the College of Medicine of Maryland was organized. In 1812 the General Assembly of Maryland authorized the College of Medicine of Maryland to “annex or constitute faculties of divinity, law, and arts, and sciences,” and by the same act declared that “the colleges or faculties thus united should be constituted an university by the name and under the title of the University of Maryland.” By authority

<sup>1</sup> A.L.A. *Survey of Libraries in the United States*. Chicago, A.L.A., 1926. v. 1, p. 168-95. Hausdorfer, Walter. *Professional School and Departmental Libraries*. New York City, Special Libraries Association, 1930. Works, George Alan. *College and University Problems*. Chicago, A.L.A., 1927, p. 63-79.  
<sup>2</sup> Doe, Janet, ed. *A Handbook of Medical Library Practice*. Chicago, A.L.A., 1943, p. 12.

<sup>3</sup> Reeves, Floyd W. “Some General Principles of Administrative Organization.” (In Joeckel, Carleton B., ed. *Current Issues in Library Administration*. Chicago, University of Chicago Press, 1939, p. 1-21.)



of this act, steps were taken in 1813 to establish "a faculty of law," and in 1823 a regular course of instruction in law was undertaken. Subsequently there were added: in 1882, a department of dentistry, which was united in 1923 with the Baltimore College of Dental Surgery, founded in 1840; in 1889, a school of nursing; and in 1904, the Maryland College of Pharmacy, founded in 1841. The Maryland State College, at College Park, was chartered in 1856 as the Maryland Agricultural College and did not receive the current designation until 1916. Prior to 1920 then, the two units were separate and distinct one from another. These divergent origins of the present university, which have been only briefly summarized here, together with the physical separation of facilities, must be realized and accepted as a complicating factor in the administrative process. However, the University of Maryland is not alone in this respect, at least as far as the geographical factor is concerned, as several of our outstanding institutions are in a similar situation.<sup>4</sup>

#### *The Situation in 1937*

In 1937 the libraries of the university consisted of the general library at College Park (65,000 volumes), the dental library (5,700 volumes), the law library (14,200 volumes), the medical library (18,000 volumes), and the pharmacy library (6,500 volumes) in Baltimore. Each of these libraries operated as an independent entity, with the librarian at College Park responsible to the president of the university and the staff members of the four libraries in Baltimore responsible to the respective

deans. It is true that a degree of informal cooperation had been achieved between the dental and pharmacy libraries, largely because they occupied common quarters in the dental-pharmacy building. The law library was housed in the law school building half a block away, and the medical library in a converted church building across the street. The staff in Baltimore totaled eight—two in the medical library, two in the pharmacy library, one in the law library, and three in the dental library—carried on the budgets of the respective schools. One of the three dental library staff members, a cataloger, was paid from the Grieves Library Foundation Fund and in this respect perhaps could not properly be classed as a university employee. This position, however, terminated in June 1938.

The first step toward a coordination of the university's library resources and policies came with the appointment of the present director of libraries as university librarian in September 1937, with specific responsibility for all libraries of the university. This was a decided innovation and required the exploration of unplotted territory in intra-university relationships.

#### *Procedure*

Inasmuch as the main seat of university administration was on the College Park campus, it was only natural that the library system should center there administratively. The general library presented no particularly unusual problems of an administrative nature, so the new office merely represented a change in executives as far as it was concerned. Apart from an occasional reference, the general library has no part in the material which follows.

The first task was to become thoroughly familiar with resources of personnel and materiel and with conditions, and to this end the university librarian spent on the average two days a week in the Baltimore

<sup>4</sup> University of Colorado, Boulder—School of medicine in Denver.

University of Illinois, Urbana—Schools of dentistry, medicine, and pharmacy in Chicago.

Indiana University—Bloomington—Schools of dentistry, medicine, and nursing in Indianapolis.

Northwestern University, Evanston, Ill.—Schools of law, dentistry, and medicine in Chicago.

University of Tennessee, Knoxville—Schools of dentistry, medicine, nursing, and pharmacy in Memphis.

libraries during the first year. Early in this period he became convinced that the most suitable plan would be to provide for centralized administration and preparations, with decentralized service. The physical location of the four libraries, combined with custom and the desirability of having materials readily available to classrooms, rendered a centralization of facilities undesirable, if not impossible.

For some time the university librarian's duties, as far as the Baltimore libraries were concerned, were almost purely of a consultative nature. Major issues and problems of service, personnel, and policies were discussed with the deans, but the day-by-day work of the libraries was still remote. The opportunity to make a change came in the fall of 1940, when the dean of the dental school proposed to reactivate the cataloging position vacant since June 1938. By this time one of the other dental library positions was vacant too. The university librarian urged that the funds available for these two positions be utilized to secure one individual to take charge of both dental and pharmacy libraries, that the pharmacy cataloger assume responsibility for dental library cataloging as well, and that the balance of the money available be used for a clerk-typist to assist the cataloger. The deans of the dental and pharmacy schools approved this proposal. As a result, on Jan. 1, 1941, a staff member was transferred from the general library at College Park to become librarian of the dental-pharmacy library. Here for the first time centralized control and preparations went into effect, inasmuch as there was now one individual responsible for general supervision, correspondence, and ordering; one individual, with a clerical assistant, for classification and cataloging; and two who were able to devote their entire energies to service to readers. The over-all number of staff members was not larger than in 1937-38,

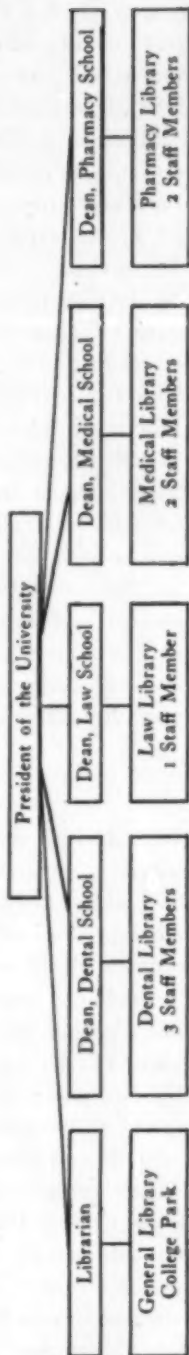
although the composition had changed somewhat. Salary costs, increased by five hundred dollars over the 1937-38 figure, were still carried on the budgets of the respective schools. Pharmacy, in return for relinquishing a portion of the services of its cataloger, received the benefits derived from the new librarian's appointment and the additional services of the typist. It should be pointed out, incidentally, that the combined annual accessions of both libraries, totaling in the neighborhood of 1500 volumes, can be processed by the cataloger and her clerical assistant without difficulty. As a result of the changes described above, the number of distinct units in Baltimore was reduced from four to three.

#### *The Medical Library*

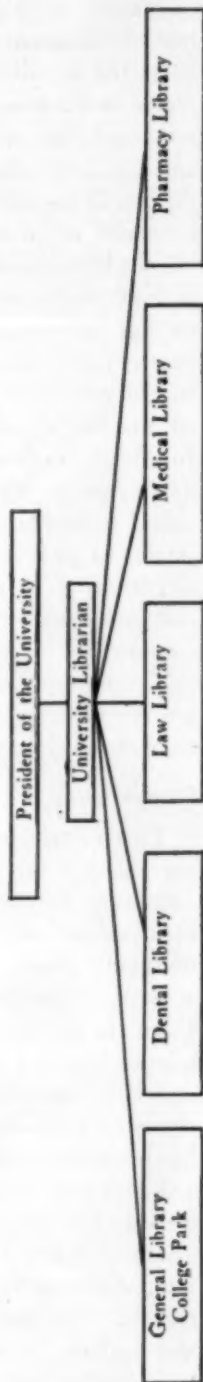
Following a series of conferences between the university librarian and the acting dean and library committee of the medical school, the medical library came into the scheme on Oct. 1, 1942, with the librarian of the dental-pharmacy library assuming responsibility for its administration under the general direction of the university librarian. The medical school agreed to carry one third of the librarian's salary and one third of the typist's salary. To offset this reduction of assistance in the dental-pharmacy library an additional staff member was appointed to be paid in the main from funds released by the assumption of a portion of the two salaries by the medical school. At the same time hours of service were increased from 43½ to 53½ a week in the dental-pharmacy library, thereby amply offsetting any slight increase in salary costs to these schools. A further step forward was taken at this time, as the schools agreed to transfer salary funds to the general library budget each year, so that all library staff members are now on a centralized budget.

With this change in administrative or-

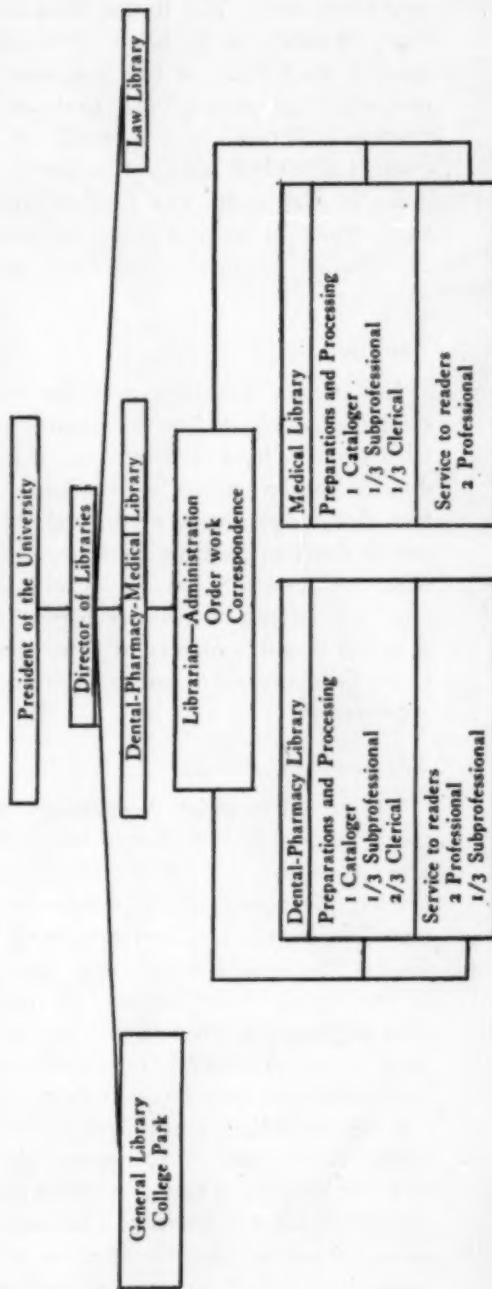
*As existing in 1937*



*January 1938*



*In 1943, after reorganization*



ganization, the medical school was persuaded to provide funds for a full-time cataloger and, as a result, recataloging and reclassification of the medical collection is now under way. The Boston Medical Library classification is being discarded in favor of the Library of Congress classification, which was already in use in the dental-pharmacy library. As a result of the changes described above, the number of units in Baltimore was further reduced from three to two and the number of classification schemes in use from two to one.

#### *The Law Library*

No attempt has been made as yet to bring the law library into the organizational scheme and to have the law librarian report directly to the university librarian. The fact that its problems, needs, and subject matter differ so radically from those of the other units, which have a definite community of interest and subject matter, is the principal reason. At present there appears to be little to gain from an arbitrary reorganization.

#### *The Situation in 1943*

The period in which these changes were taking place was also that of the greatest growth on the part of the university libraries. By June 1943 the number of volumes had increased to over 101,000 in the general library at College Park, to 10,000 in the dental library, 18,000 in the law library, 22,500 in the medical library, and 9,200 in the pharmacy library, representing a net increase of some 50,000 volumes.

From the administrative standpoint one person in the university, namely, the director of libraries, is now responsible for the conduct of library service. This does not mean, of course, that the libraries of the professional schools are administered without regard to the wishes of the respective

deans and faculties, since consultations are constantly in progress looking toward the best development and greatest usefulness.

As the organization now stands the director of libraries, with his staff, is entirely responsible for technical processes, service, and personnel. Book selection, as is usually the case in the college and university library, is carried on in large part by the faculty, but the library staff is active in checking for desirable items and calling them to the attention of faculty members concerned. Salary funds are transferred to a central budget each year while book funds remain on the budgets of the individual schools. In this way each school is enabled to express its interest by the degree of support furnished to its library, which still, of course, retains its own identity as a collection. It is gratifying to report in this connection that two schools have increased book funds considerably in the past two or three years.

The old and new plans of organization are set forth graphically in the charts on an accompanying page.

#### *Conclusions*

That certain benefits have derived from the changes herein described is generally conceded. In the first place, as has already been pointed out, there is one person in the university who is cognizant of all library activities regardless of school or locale. From the standpoint of coordinating information, statistics, and reports, this has been especially important. The increased emphasis on professional training and conduct has tended to strengthen morale and standards. There has been closer cooperation between the general library at College Park and the Baltimore group culminating in joint staff meetings at not too frequent intervals. The staff has increased in size but this perhaps is only incidental to the reorganization and might have taken place

*(Continued on page 22)*



## Libraries in the American Way of Life<sup>1</sup>

*The possible role of libraries in advancing American aims and ideals is shown by Dr. McDiarmid to be anything but a passive one.*

AMERICAN LIBRARIES face today a great opportunity, one peculiarly American, and one which promises to further the American way of life.

Many years ago Thomas Jefferson said:

Societies exist in three forms sufficiently distinguishable. 1. Without government, as among our Indians. 2. Under governments wherein the will of everyone has a just influence, as is the case in England in a slight degree and in our own states in a great one. 3. Under governments of force, as is the case in all other monarchies and in most of the other republics.

Although Jefferson was speaking for other times, his words are particularly apt for the present. For we are now engaged in a war which will determine whether we can have "a government wherein the will of everyone has a just influence." Our enemies have amply demonstrated that they believe in force alone and that they have no place in their scheme of things for intellect, reason, or will. We are fighting for the right to choose—to choose our own form of government, to choose our own leaders, to choose our own social institutions.

The right to choose, as does every human right, carries with it a corresponding responsibility, that of making choices through

processes of reason rather than of emotion. But, unhappily, we in America have too often exercised the right without fulfilling the responsibility. We often select our course, not because of the weight of the argument behind it, but because of the volume of words used in support of it or the personality of the man who is urging it.

There is no better illustration of this than the furor raised over the report several years ago of the President's Committee on Administrative Management. That committee proposed several reforms in the organization of the executive branch of the national government—reforms, incidentally, which had been urged previously by a Republican administration. Whatever the merits of the proposals, many of them were defeated, not because they were carefully examined and found wanting, but because their opponents applied to the bill the term "dictator bill." Hatred for anything resembling dictatorship clouded reason, and many of the proposals were never considered on their merits alone.

If our American way of life is to survive, our choices must be made on the basis of reason rather than emotion, and American libraries can make a significant contribution here. On the shelves of libraries are materials which, if studied carefully, will give us the best thought and judgment of all time on almost any problem. The library's job is to make these materials so accessible and so usable that the American people will look to the library for factual information

<sup>1</sup> Talk given before the annual meeting of the Range Library Trustees Association of Minnesota.

on which decisions can be based. Libraries cannot decide for the voters but can furnish data which will aid in arriving at intelligent conclusions. Hence, the first responsibility of libraries is to help people decide political, social, and economic questions on the basis of reason rather than emotion and to be ever ready to supply the facts necessary for this.

A second responsibility is what may be called keeping alive the learning process. Libraries must do all in their power to stimulate intellectual curiosity and to encourage people to learn, not only during the school years, but also after formal education has ceased.

In his *Among My Books*, James Russell Lowell said:

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.

Our youth are legally compelled to go to school up through certain years. But there is a greater compulsion than that requiring a certain number of years in the classroom—the compulsion that falls on every person in society of not only being educated along his own special lines but along other lines that have social implications. Because of the kind of society we have, doctors must not only know medicine but they must know something of law and economics and politics. There is almost no profession or trade in which Americans can cloister themselves and have no need of knowledge outside of their own fields.

Again, in our formal school system, students often come to think of learning as something to be done in connection with specific courses but not for life itself. Consequently when a student finishes his formal education, he ceases to think of books and magazines as sources of learning because there are no direct course assignments for which he is required to use them. Educa-

tion needs to train students better in the seeking of information and in stimulating them to want to keep the learning process alive.

Libraries have an important responsibility in this respect. They have contact with the student both during his school years and after he has graduated. True, one may use one library for one purpose and another for the other, but, fortunately, libraries are very similar whether they are in high school, college, or city buildings. They have the same opportunity to build the will to learn and to nurture this spirit, even after the necessity for securing passing marks has ceased.

#### *World Understanding*

A third thing libraries can do is to encourage world-wide understanding. There are discussions every day of the kind of world order needed to preserve peace among nations after this war is ended. The proposals offered vary from out-and-out military alliances to loose voluntary cooperation. It seems agreed, however, that there must be better understanding among all nations; and libraries can, if they will, render a great service by allying themselves on the side of promoting international consciousness among all nations and to all of their clientele. This cannot be done by promoting any one scheme of international organization, but by studying carefully the history, geography, and sociology of other nations and by keeping continually before the patrons of the library such materials as remind them that this is one world.

As a fourth possibility, libraries are in a peculiarly favorable position to foster American art and letters. One hundred years ago Sydney Smith wrote the lines for which he is perhaps most famous:

In the four quarters of the globe, who reads an American book, or goes to an American



play, or looks at an American picture or statue?

After that time it became somewhat fashionable to deprecate anything American whether it was in the library, museum, or music hall. And yet when one reflects that the pilgrims first set foot on American soil only three hundred years ago, one has reason to be proud of the contribution America has made to culture and learning. True, there has not yet been produced a Shakespeare, a Rembrandt, or a Beethoven, but there have been produced men of the stature of Edgar Allan Poe, Winslow Homer, and Edward MacDowell. And, what is more significant, American art and letters have reflected a spirit truly American, a spirit of pioneering, of enthusiasm and vigor. And even if America's contribution to date is small, it has resources which, if exploited, may produce a culture equal to that of any nation anywhere.

What are some of these resources? First, as the melting pot of nations, America has the best from all countries with which to enrich its own contribution. The contribution of the freedom-loving strain of the Scandinavian peoples has done much to keep Minnesota forward-looking in politics, education, and literature. Second, America has rich material resources. And even though it has been slow in properly providing for the welfare of cultural leaders, it can and presumably will do so in a way that no nation can surpass. Third, there already are rich traditions from which to draw—those of the struggle for independence, of westward expansion, of the development of such treasure as lies in the Minnesota Iron Range. Finally, there is the spirit of energy and enthusiasm. The soldiers on many college campuses typify this spirit, singing lustily as they march to and from classes.

Time and proper support are all that are needed to develop cultural interests in this

country to a high degree, and libraries can do their part to hasten the day when American art and letters will be unsurpassed among nations, by encouraging the production of cultural works.

### *Our Cultural Heritage*

A fifth, and perhaps the most obvious, responsibility of libraries in furthering the American way of life is that of preserving the nation's cultural heritage. One aspect of this opportunity arises out of the fact that American culture has its origin in many parts of the world. In a sense, English, French, Scandinavian, and German history constitute the background of American history, for almost every European conflict has produced results which were reflected in America and the American colonies. To understand, too, the events which led to the discovery and exploration of the Western Hemisphere, we must know a great deal about the countries from which the voyagers started. One of the most important sources of early American history, for example, is the so-called series of *Jesuit Relations*, the reports which Jesuit missionaries to the New World sent back to headquarters.

What is being done to collect and preserve such materials? The large research libraries particularly have had this as one of their major objectives. Of great importance also has been the work of private collectors who, because of their love of books and learning, have bought and conserved the foundation material for American research. As long as America produces men with a love for culture and learning and the wealth with which to implement it, American libraries will be among the greatest in the world.

American scholarship has been pretty well served by the collection of early American source material. True, there are some

things of which no copy has been saved, but such instances are rare. Early American books and manuscripts have had great appeal to collectors and thus have found their way eventually into libraries. It is true that on this score various sections of the country differ widely. For some reasons, certain areas have been much more concerned with their early history than others. Minnesota is one of the more fortunate of these—the Minnesota Historical Society with its fine library is the oldest surviving public institution in the state. A special emphasis now might well be on regional aspects of culture and learning. This, I believe, has particular application in the Minnesota Iron Range, for here there is a rich and romantic history, and it should be preserved for the future in the minutest detail. This should mean more than having an occasional book or two on the area; the official records, personal diaries, anecdotes, anything which helps to save for posterity things which now are common knowledge, should be preserved.

#### *Applies to Public Libraries*

What has been said is meant to apply just as much to small public libraries as to large research ones. The small public library does not have the resources to collect rare Americana, one scarce item of which may cost as much as the library spends on all books in one year. But it can easily do two very important things. It can stimulate among people who can afford it the urge to collect the great sources of American culture and thus help to see that such materials find their way into libraries, where they will be most useful to the scholar and

student. Also, it can and should collect and preserve the source material of its own area.

#### *Supplementary Materials*

American history can no longer be studied solely from documents originating in Washington or books published in New York. To understand the past of Minnesota, one must have complete records, for instance, for Grand Rapids, Coleraine, Hibbing, and Virginia. And one must have the same for government units, such as Itasca County, St. Louis County, Hennepin County, and the cities located in them. Thus it becomes a matter of both local pride and responsibility to collect and preserve the source materials of one's region.

Such a policy even for small public libraries would have two important results. The first is obviously that thus would be preserved valuable material which soon might be irreparably lost. Second, such a policy would result in stimulation of local pride and interest, both of which would be directed toward the future as well as the past. Most communities have a history of which they can well be proud, and when their citizens grow to be concerned about it they will undoubtedly become better citizens. One need not be frightened by the cost. Many valuable records may be had for the asking, so that the only expense is that of storing them properly. Public libraries, even the smallest ones, may well see that the historical records of their communities are preserved and that the interest of their citizens is directed toward an understanding of their region's cultural antecedents.

By MARGARET R. MEYER

## Self-Survey at Russell Sage College Library

*This is the substance of a report prepared for the trustees of Russell Sage College by the librarian of the college.*

INCREASING DEMAND for the type of service that only professionally trained librarians can give; drastic cuts in a budget for student help; and efforts to place a library staff on equivalent financial footing with teaching faculty of similar rank, training, experience, and responsibility, have resulted recently in a prolonged scrutiny of the Russell Sage College Library, which has continued intermittently throughout one academic year.

Coincidental with attempts to find solutions for the threefold problem occurred a conversation with one of the administrators of the institution. This conference emphasized a growing conviction that powerful obstacles to satisfactory faculty status were an incomplete understanding of the educational aspects of a college library program and, more particularly, little knowledge of what each staff member contributes to that program. A report on job specifications was indicated, and, since through the American Library Association classification and pay plans there was available a new method<sup>1</sup> of measuring libraries more carefully than had been possible hitherto, it seemed expedient to make a self-survey at this time.

In October 1943, with two other local

libraries, the staff was given a day's instruction in the War Manpower Commission's Training-Within-Industry Job Methods program, so invitingly reported in an article by Mrs. Gates in 1943.<sup>2</sup>

There followed a series of staff meetings at which each member read aloud an analysis of a piece of library routine that was her particular responsibility. Next came questions and criticism from other staff members, often resulting in the elimination of unimportant activities and not infrequently leading to the reworking of an entire process.

Every routine function of the library was so challenged, with somewhat startling results. Duplication of information was revealed as the heaviest offense against efficiency. Date of purchase, price, and source of books had for years been unquestioningly recorded in three places, for no known reason. Separate shelf-list cards for special gift collections had been exceedingly useful when gift exhibits were set up, but unbiased examination forced admission that much more time and money went into making those shelf-list cards than could possibly be balanced by time that might be consumed in searching gift records, should gifts be displayed at irregular intervals.

No one had ever thought of typing a "g" on a shelf-list card instead of the word "gift" nor of substituting "FLG" for the long words "Friends of Library gift." For

<sup>1</sup> American Library Association. Board on Salaries, Staff, and Tenure. *Classification and Pay Plans for Libraries in Institutions of Higher Education*. Chicago, A.L.A., 1943.

<sup>2</sup> Gates, Frances C. "Job Methods Training in Libraries." *Wilson Library Bulletin* 18:30-33, September 1943.

at least three years there had been appeals for another truck, particularly for carrying heavy magazines to storage. Not until application of job methods training procedures was a truck realized to be standing practically immobile behind one of the service desks. It was, of course, a simple matter to buy a set of low shelves resembling the truck and so release it for other work.

### *Policies Examined*

Similar methods were used to examine library policies as well as routines. Given objective scrutiny, fine rules for pamphlets and periodicals were found to be entirely unreasonable and indefensible and were consequently revised. Inconsistencies in interlibrary loan policy with an affiliated hospital were corrected.

An inevitable result of such careful and painstaking overhauling was a thoroughly revised *Staff Manual*, ready in time for the annual practice student from a nearby library school.

Since Russell Sage College is a degree-conferring four-year institution, the second volume of *Classification and Pay Plans for Libraries in Institutions of Higher Education*<sup>3</sup> was used as the measuring device. Directions for procedure as outlined in the plans<sup>4</sup> were followed. The service load for the library was calculated by translating the number of faculty and underclass and upperclass students into units of service. The 1943-44 registration figures were used. The library was found to carry 1386 service units and to belong to Class II, standards for which are listed so explicitly<sup>5</sup> that it was relatively simple to measure staff organization, qualifications and salaries of staff members, annual expenditures, book stock, hours of service, and staff working conditions.

<sup>3</sup> American Library Association. Board on Salaries, Staff, and Tenure. *Op. cit.*, v. 2.

<sup>4</sup> *Ibid.*, p. xix-xxii.

<sup>5</sup> *Ibid.*, p. 3, 4.

To familiarize the administration thoroughly with library participation in the educational program of the college, complete memoranda of job specifications seemed imperative. First there was made a job analysis of all professional and clerical positions, using for the purpose the checklist recommended.<sup>6</sup> The functional arrangement of form was exceedingly valuable for a continued scrutiny of the Russell Sage library. A number of processes were obviously out of their proper departments, and several small jobs could be performed more efficiently if shifted. A staff of five professional and one and one-half clerical workers, exclusive of student help, cannot be highly departmentalized, nor can all work be divided on a strictly functional basis. One glaring example of overlapping still exists in bindery preparation, logically belonging to the heavily pressed catalogers but actually handled by the person in charge of circulation and reference, in an effort to equalize work loads.

A job analysis for a one- or two-week period may take no account of important tasks performed only at intervals throughout the year. When such material was added to the checklists, complete pictures of each position emerged. The data were then used as a basis for classifying each position, and here again it is evident that a small library cannot completely conform to patterned organization. To illustrate, our assistant librarian, being in charge of work with the public, is really a combination of chief reference and chief circulation librarians, as specified for Class II libraries.<sup>7</sup>

### *Job Specifications*

When all staff members were measured by the professional and personal qualifica-

<sup>6</sup> *Ibid.*, p. 114-21.

<sup>7</sup> *Ibid.*, p. 36, 56.



tions<sup>8</sup> listed as essential to the positions they hold, there remained the difficult task of writing job specifications for each library position. It will be remembered that one of the primary reasons for undertaking the whole program of self-survey was to explain to the college administration how the work of each person on the staff contributes to the educational program of the entire institution. To describe library positions, keeping such a purpose in the foreground, doing it in nontechnical terms, and making the descriptions reasonably short and at the same time explicit, is no simple undertaking. The examples given in the A.L.A. plans<sup>9</sup> were thought to be too gen-

eral in character to be intelligible to a nonlibrarian. However, they were used as models for considerably more specific accounts of each job.

Finally, the entire survey was described fully in the form of a report to the board of trustees. Conclusions emphasize the fact that an entirely new method of measuring the library shows results in complete agreement with other studies submitted within the last five years. The inevitable recommendation is a considerably increased budget for books and salaries, without which further development of library service to the college will be limited to what the staff can achieve on present resources of time and money.

<sup>8</sup> *Ibid.*, p. 15-111.

<sup>9</sup> *Ibid.*, p. 15-101.

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## The Training of Divisional Reading Room Librarians

(Continued from page 7)

ministrative realities, as anyone very closely associated with universities can testify.

If it is to be assumed that the divisional librarian is to have some definite instructional function, then obviously he or she must be able to teach. To be a professor one must profess. This may take several forms: first, straight classroom teaching in a subject; second, teaching the bibliographic apparatus techniques for a special field; third, a semitutorial arrangement worked out to fit in with the needs of the faculty

in a department. Common to all, though, is the fact that the librarian must know a good deal about at least one subject area, regardless of what else he knows.

### Summary

The essence of this discussion is that the pattern of divisional library service is not yet set. Library schools have a great opportunity for leadership by striking out into new curricula that will provide librarians capable of establishing a pattern of service for divisional librarians.

By ROLLIN A. SAWYER

## Book Selection in the Reference Department of the New York Public Library

*As an outgrowth of a committee study of acquisition policies at the New York Public Library, the following was prepared for the readers of College and Research Libraries by the chairman of the committee.*

A PRIME MINISTER of Spain once said of his country, "I don't know where we are going, but one thing I do know. Wherever it is, we shall lose our way." Like Spain, a great reference library has many and various provinces, each of which necessarily pursues its way more or less alone. It is, therefore, advisable to pause occasionally and see whether they are all traveling on the same road and in the same direction.

It was probably some such reflection which led to the appointment, in 1943, of a committee to examine the book selection policy followed by the Reference Department of the New York Public Library. To me fell the agreeable post of chairman. The final report of this committee has now been submitted with the unanimous agreement of its members, perhaps with a mental reservation or two. In the details of the report there could be no wide interest, but its general conclusions will perhaps merit the attention of other librarians, showing at least how we regard ourselves.

Early in our investigation it became evident that we are all going in the same direction, though our progress has been

retarded at times by side trips along inviting byways. It was generally agreed that the reference department, as a liberally endowed institution possessing rich and, in some instances, unrivaled collections, situated in our largest city, and open to the public with almost no restriction, is unique in this country and must be regarded as one of the few great research libraries of the world.

The ideal objective of such a library is a complete record of human thought, emotion, and action. Its collections should be developed without distinction as to language, date, place, and form of publication. In short, it should have everything. The limitations imposed on us by a practical world should not make us lose sight of this ideal. Our collections should be made as comprehensive as our resources permit, and we should limit them in ways which will do the least injury to their permanent value.

The committee advised a few changes in our current policy. Fiction and poetry have not been emphasized in the past, presumably on the theory that a research library should not provide recreational reading. Rather inconsistently, the dramatic collection has been highly developed. It was the opinion of the committee that imaginative literature should be regarded as one of the most revealing and enduring records of human life and, therefore, as occupying an



important place in a research library. Not only work currently considered excellent, but the mediocre and bad, should be included as part of the record. We recommended securing at least 75 per cent of current English titles, as well as a representative collection of children's books. (This collection is not for the use of children.) By "English" is meant the work of all writers whose native language is English.

A similar policy was suggested for Russian and Latin American literature because of the current interest in those countries. A representative collection of French and German literature was recommended, together with a selective policy for other countries. By "representative" is meant at least 50 per cent of what is obtainable.

The historical collection, already one of the strongest, should include the local history and genealogy of all countries. The collection of American and foreign newspapers, especially useful in this connection, should be expanded, preferably on microfilm.

Another recommendation was a more liberal policy toward the natural sciences, especially as respects periodicals, which have not been emphasized in recent years.

#### *Central Picture Collection*

The committee discovered a general desire to have a central picture collection, to be formed by consolidating with the present circulation department stock others now maintained by several divisions in the reference department. It recommended such a collection partly for reference and partly for lending. It should be more comprehensive than the present ones.

Chiefs of the subject divisions should be expected to develop comprehensively all the collections in their charge. They should pay special attention to source materials. The first edition of every book wanted should be acquired, if obtainable, and sub-

sequent editions which add anything to the first. Facsimiles and reprints of important works are not satisfactory substitutes, though they may be acceptable for current factual material and are preferable for newspapers. As a rule photographic copies of material not in the library should be purchased only when obtainable through a cooperative project. The committee opposed establishment of lists of authors and subjects to be emphasized, believing that division chiefs should have to explain only omissions. But exhaustive collections, meaning everything obtainable by or about a certain author or on a narrowly defined subject, should not be attempted.

All this amounts to a very large order and some ways of modifying it are unavoidable. A research library such as the New York Public Library is necessarily encyclopedic, and the committee was unwilling to recommend the elimination of any subjects. But one basis for curtailing purchases is the purpose for which the book or other publication is intended. Medicine, law, theology, and, in less degree, education, the natural and social sciences, and engineering, provide a vast amount of material useful only in professional training and practice. Much of it is collected by the libraries of professional associations and training schools and some of it is part of the individual's office equipment. It was recommended that material of this kind be secured only in rare instances and for specific reasons. But works on the historical, administrative, and social aspects of these subjects should be comprehensively collected.

Manuals of instruction and practice in every vocation and avocation should be subject to this same general limitation, though not so strictly applied. Care should be taken to avoid duplication. Such books have little permanent value, and for historical purposes a selection is sufficient.

### *Limits of Collections*

Another suggested basis for limiting our collections is by division of subject responsibility with other libraries. In respect to manuscripts and very rare books this is probably inevitable. The professional material we have already abandoned to other libraries. Our requirements otherwise are so large that any proposal to limit the collections should be approached with the utmost caution. But neither should we agree to accept responsibility for making exhaustive collections in any subject, since this would compel us to get the professional books, manuals, reprints, and translations, of which we have made a general exception. Even in the event of cooperative agreements it would be unnecessary to acquire all these classes of publications because professional libraries in the city will get them anyway.

The library as we have attempted to describe it in our report is a metropolitan research institution. In my opinion, shared

to greater or less degree by members of the committee, supplying visitors with information on the repair of automobiles or preparation of income tax returns is merely one of its incidental functions and one which could be performed better by libraries in which the catalogs and distances are smaller. Our resources should not be dissipated in purchasing material of temporary usefulness, still less in duplicating it.

The ultimate purpose of our collections is to preserve the true record of human life. In Amiel's *Journal* is an observation pertinent to our work here: "A lively, persistent and disinterested liking for the truth is extraordinarily rare." Yet it is this same liking for the truth, together with the intelligence to recognize it, which is the mark of the educated man. It is our job to provide an instrument for the use of educated men in the hope that eventually we shall have contributed to the development of an educated community.

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## Evolution at the University of Maryland Libraries

*(Continued from page 12)*

anyway. It is without doubt more flexible and consequently better adapted to handle emergencies caused by illness or resignations. There has been a standardization of procedures, service, and hours, as well as a greater utilization of resources through knowledge of the holdings of the other libraries. The purchase of duplicate expensive items can be controlled by means of centralized ordering.

A final point which appears to merit emphasis is the fact that this is an organization which has come about as the result of guided evolution and not revolution. It was developed in concert and on the basis of mutual agreement rather than by edict on the part of the university administration. Moreover, it contains within itself the seeds for further development without departing from the present basic lines.

## The Western Reserve Historical Society and Its Library

*This picture of a local historical society and its library was prepared by the director and secretary of the society at the suggestion of College and Research Libraries.*

### *The Challenge*

SEVERAL YEARS AGO the Historical Society of Pennsylvania issued a statement of policy. The statement was a forthright discussion of the opportunities open to historical societies in general and of the policies which this Philadelphia organization had, after careful deliberation, decided to follow. It indicated also that the several historical societies in Philadelphia were trying to differentiate their fields. Incidentally, it was a challenge to other societies to clarify their aims. In line with this, and remembering that every such society is an agency that must serve its community, I am going to try to give the record of achievements and the purposes of Cleveland's historical society.

### *A Little History*

The society was founded in 1867. In the constitution the founders stated their objectives: "To discover, procure and preserve whatever relates to the history, biography, genealogy, antiquities and statistics connected with the City of Cleveland and the Western Reserve, and generally what relates to the history of Ohio and the Great West." They seemed to take as their field everything west of the Alleghenies. The name they adopted, however, appeared not

to define, in a wholly satisfactory way, the scope of their work. For many years the secretary issued the call for meetings in the name of the "Western Reserve and Northern Ohio Historical Society." On the title page of the society's publications, "The Western Reserve" in small capitals occupied one line and in the next line, the central point of the page was "And Northern Ohio Historical Society," in heavily leaded capitals, as though it were the real thing to be held in mind. As a matter of fact, "Western Reserve" is a geographical term that began to lose meaning after the organization of the state of Ohio and ceased to have a significant place with the division of the territory that had been Connecticut's Western Reserve into counties and townships like other portions of Western states. As long as northeastern Ohio was occupied by a population predominantly from Connecticut stock the phrase had some purport to that group. But now it means just what "Cleveland" would mean in the name of an organization. Northeastern Ohio, the Western Reserve, is every part within sixty miles of Cleveland, and describes a metropolitan area that the society would like to serve as other such agencies serve their community. As symbolic of this, the society now has branches at Mentor (the Garfield Home) and at Unionville (the Harper Home).

The chief organizers were Judge Charles C. Baldwin and Colonel Charles Whittle-

sey. Both were men of broad interests and long vision. From the first they planned a library, a museum, a forum for discussion of historical subjects by the members, public lectures, and publications, and every part of this program was observed in practice throughout their times. Whittlesey, the first president, was for many years employed by the United States in the survey of the Upper Peninsula of Michigan and particularly in the exploration of the copper and iron resources of the region. He was a prolific writer on the resources of the Great Lakes region. Baldwin, the second president and for many years secretary, expressed his collecting interests in purchasing early maps of Ohio, the Great Lakes, North America, and, in fact, of the entire field of the explorers of the Americas. His was a splendid collection of cartography. The homes of both founders indeed were small museums. The collections of both were given to the society which they founded—archeological specimens, maps, manuscripts, pamphlets, and books of their own authorship. Seldom have two such prolific writers combined to found a historical society.

As organized in 1867, the society was a department of the Cleveland Library Association (later known as Case Library) and remained so until it took out a state charter as an independent body in 1892. The parent association started the society off, as a good parent should, with some of the old home place—a gift of the books the association held on local and Ohio history. That gift made it a going concern as a history library from the outset. Many of the early members added private collections to fill museum cases. Still it was relatively a small institution housed in one room until 1892. From the first days two purposes prevailed—to build a library and a museum, the one to provide both the raw materials of history and the finished prod-

ucts, the other to preserve illustrative objects which would vitalize history.

In the early years the society's members met in private homes for business, discussions, and lectures. Such activities constituted a very prominent feature. The lectures were published as tracts of the society. After the society built at University Circle, it had for a few years a hall for such purposes. However, by 1914 the crowded conditions of the building compelled the trustees to use this for book stacks. The loss of the hall and the competition of other agencies around University Circle offering lecture series, caused the abandonment of both the forum and the lectures. Publications, several a year, were continued until the depression of the 1930's cut the society's resources. A publication fund established in 1942 has made possible in a limited way the revival of one of the most marked features of the early days, the promotion of productive scholarship. Some of the more popular of the early publications are still in print and in demand as well.

### *The Library*

1. *Maps.* The library contains four main divisions, devoted respectively to maps, manuscripts, newspapers, and printed works, including books and pamphlets. The core of the map and atlas collection was assembled by Baldwin. There are a great number of manuscript maps of Western Reserve townships and the original surveys of the Connecticut Land Company, representing nearly every township. In addition there are numerous early maps of Ohio towns. The society supplemented these with atlases and maps that came in purchases and gifts. In 1943 President Norton gave one of the rare early Cleveland maps. There are nearly five hundred photostatic copies of maps in the Bibliothèque Nationale. There are about four hundred atlases. Atlases and maps have all been fully cataloged.



2. *Manuscripts.* Presidents Whittlesey and Baldwin not only gave the society the manuscripts in their own files of correspondence and of private papers but aggressively sought those of their friends and associates. In the early years the Cuyahoga County commissioners financed for the society the purchase of the records of the Connecticut Land Company—maps, deeds, correspondence, and the field notes of the company's surveyors. The records of the secretary, Ephraim Root, were also obtained by the society. Taken together it was a prize collection for a society which took as its smallest allotted field the Western Reserve and constituted indeed a priceless manuscript collection. The papers of the agents of the land company resident in the reserve came in later as a matter of course. There were those of Turhand Kirtland, Abram Tappan, Simon Perkins, Peter and Reuben Hitchcock, and others, the correspondence, journals, diaries, account books, surveys, and maps complementing the records of the Connecticut Land Company proper. These, with others which the families of the pioneers have given, cover business and social life on the reserve from 1795 to the Civil War.

The list of manuscripts would be very large. Wallace H. Cathcart, who as director of the society had a major part in building up the collections, once estimated the number at one million items. Elisha Whittlesey, of Canfield, Ohio, uncle of Charles Whittlesey and a Whig politician and congressman for many years, left some ninety thousand letters, mostly correspondence with his party associates. As late as 1916 the director could report to the trustees that the society had received the John May papers, a body of manuscripts pertaining to the affairs of the Connecticut Land Company and the Ohio Land Company, ranging in dates from 1787 to 1811. The Governor Allen Trimble papers contain a large body

of early surveys of the Virginia Military District in Ohio, embracing land warrants and maps. The correspondence and papers of Ephraim Brown, founder of Bloomfield, Ohio, the recollections and other papers of Leonard Case, and the diary of his son, William, illustrate items that are too numerous for enumeration. They are exceptionally valuable for the place and the time they represent.

The William P. Palmer collection includes a vast number of letters, diaries, journals, and other papers on Southern life on plantations and on slavery and the Civil War. There are, for example, five volumes of the journals of the Chamouni and the El Destino plantations in Louisiana, 1842-55. The Bragg papers of the Civil War, military correspondence largely, are only an illustration of the Civil War materials in manuscript form. More striking is the Shaker manuscript collection consisting of letters, diaries, journals, and records of every form, and representing nearly all of the nineteen separate Shaker communities. It is unique in size and also in the form in which the Shaker ministry preserved its records for the posterity of "the world" from which it wished to escape. The manuscripts came to the society both bound and legible.

The manuscript division contains a large body of local business records, those of the Cleveland iron companies being among the most prominent. Among these are the records of the first iron works in the city—the Cuyahoga Steam Furnace Company. In recent years the letters and other papers of Senator Theodore Burton, long-time representative from Cleveland in Congress, and those of Myron T. Herrick, close associate of McKinley and governor and ambassador to France, have come to the society. The McKinley letters and the ambassador's correspondence in the years 1913-14 and 1921-29 are a rich mine for American historians.



3. *Newspapers.* The newspaper division of the library contains more than twenty-five thousand bound volumes and thousands more of unbound and partial or fragmentary files. Photostatic copies of many newspapers published in the American colonies have been purchased. The division was greatly extended by the Palmer collection, with about twenty-two thousand issues published in the Confederate States of America. There are unbroken files of all of the leading Cleveland newspapers and of many other Ohio cities. There is an almost complete file of one of the oldest Ohio newspapers, the *Scioto Gazette*, from 1801-57; an extensive run of the *Liberty Hall and Cincinnati Gazette*, 1812-37; and one of the *Ohio State Journal* from 1826 to date. The *Trump of Fame*, 1812-16, and the *Western Reserve Chronicle*, 1816-1920, give the society an almost complete newspaper record of Warren, Ohio, and Trumbull County. The file for Elyria, Ohio, is practically complete. But the collection is in no sense limited to Ohio towns. For the *National Intelligencer*, Washington, D.C., there is an almost complete set of the tri-weekly for 1800-61 and of the daily from 1813-69. The file of New England newspapers is extensive. The *Columbian Centinel*, Boston, is almost complete for 1788-1820. There are runs of the *New York Herald* for 1802-14, 1860-96, of the *New York Times* for 1860-96 and 1912-27, and of the *Tribune* for 1845-96. By exchange of duplicates the society acquired the *London Chronicle* for an important period of American history, 1757-1800.

4. *Periodicals.* The society in its periodical collection, closely related to the newspaper collection, emphasizes the preservation of the national, regional, and state historical magazines. While it has extensive files of many periodicals, like *Harper's Weekly*, it does not intend to develop a periodical division in competition with those at Western

Reserve University and the Cleveland Public Library. In this respect there is a fairly definite understanding with those institutions.

5. *Books.* Books and pamphlets constitute the major division of the library. The society does not have an accurate count of the number of books and pamphlets on its shelves. Mr. Cathcart put it at four hundred thousand. There are, however, probably twenty-five thousand duplicates. Purchases had a larger share in building the library proper than any other part of the society's collections. This came about because Mr. Cathcart pushed vigorously his policy of making the library serve historical scholarship. But he also visited older and greater libraries and was remarkably successful in persuading librarians to give duplicates to his society. He went to Washington and to many state capitals for files of public documents that were still available. The sections of the library on colonial and state public records were built up in this manner and are now quite complete. Also, the library was a depository for the government serial set until 1900, and its file for the first thirteen Congresses is one of the most extensive in the United States.

It is of passing interest that Mr. Cathcart began his collecting career as a student at Denison University, assembling everything he could secure by gift or purchase bearing on the history of the Baptist Church in Ohio. His interests broadened as he proceeded and came to include other denominational publications. How could he remain a Baptist without knowing why he couldn't be something else! This was typical of his whole career as a bookman. He had, before he finished, built up an extensive library of American church records, including notable collections of Mormon and Shaker literature. In fact, the Cathcart Shaker collection is the finest of its kind anywhere. It is a mass of material, as yet almost unex-

plored by scholars, on the social conditions of a peculiar people, but throwing light on the social conditions of pioneers in many parts of the United States.

6. *Special Collections.* William P. Palmer, president of the American Steel and Wire Company, was president of the society from 1913-28. His private collection of books, pamphlets, newspapers, and manuscripts on slavery, the Civil War, and Lincoln was given to the society. Two recent gifts of *Lincolniana*, one by Mrs. George R. Lamb, whose husband had made a collection, and another by the daughters of Stephen W. Tener, have filled many gaps in the Palmer library. The section constitutes one of the society's richest stores of sources and secondary works. Among the accessions which would be found in any important national listing are Judge Henry C. White's collection of Arctic exploration; Charles G. King's books on the history of costume, international in scope and of every age; and the D. Z. Norton library of Napoleonic works, outstanding in the United States and, because the volumes are beautifully bound, a joy to behold. (For an appraisal, see John H. Stewart's *Guide to Materials in Cleveland, 1715-1815*, p. 271.)

#### *Special Support*

In the golden era of universities and privately-supported institutions which followed World War I, Mr. Cathcart was very successful in securing special support for his program of book buying. Certain members of the society agreed to underwrite considerable annual purchases, each on a subject in which he had a personal interest. For example, Samuel Mather financed for several years the purchase of such English parish registers as could be found. F. F. Prentiss authorized the securing of books on Ohio history; William McLaughlan, those on Maine; L. A. Mur-

fey, those on Pennsylvania; Jephtha H. Wade, those on New Jersey; Henry S. Sherman, those on Mormonism; Ralph King, those on costume; Mrs. Louis J. Smith, those on genealogy; Cyrus S. Eaton, those on the American loyalists; H. A. Fuller, those on California; and the Van Sweringen brothers, those on Virginia and Maryland and later on genealogy as well. In that way many gaps that had developed from the voluntary giving of books were filled. It was the most fruitful of the director's policies toward the systematic assembling of a great library. It lasted until the great depression of the thirties put an end to book buying on a large scale. Mr. Cathcart, himself, built up for the society by exchange and purchase, an outstanding, almost perfect, collection of early Ohio laws, besides that of the early congressional documents already mentioned. Other special collections which have come to the society are Palmer's on the Lewis and Clark expedition, Otto Miller's on the War of 1812, Franklin S. Terry's on World War I, Cyrus S. Eaton's on the French and Indian Wars, with many rare books and pamphlets, and Charles C. Baldwin's collection of early imprints.

#### *Genealogy*

The section on genealogy contains some fifteen thousand volumes on individual American families, besides general material, society publications, and vital records. It is one of the most active parts of the library, requiring the full-time services of a genealogist. Limitation of space here precludes a description of the accumulation of deeds, legal papers, land grants, and broadsides which have drifted in over the years. The Brody amateur newspapers and the early American prints, especially of Ohio and Civil War music (sheet and broadsides), are outstanding.

7. *The Catalog.* The library has been

fully listed, being in almost all cases fully classified and cataloged; and although much remains to be done before the society can boast a perfect catalog of its collections, many research workers comment upon the utility of the catalog and are amazed at its completeness. The staff is small, but every effort is made to give reference service by telephone, by mail, and in the library itself. Interlibrary loans are made, with the usual exceptions observed by rare-book libraries; and photostat and film service is supplied by a commercial firm. The library's holdings are listed in the *Union List of Serials*, the *Union List of Newspapers*, *Cleveland Regional Union Catalogue*, and the common bibliographical tools. In addition to the main book catalog, the library maintains a separate manuscript catalog, a newspaper checklist, a periodical checklist, a Shaker catalog and membership list, a costume catalog, a broadsides catalog, an almanac checklist, a portrait index, a map and atlas catalog, a coat of arms index, and many others, all of which are useful bibliographies in themselves.

#### *New Quarters*

The mushroomlike growth of the library in the first quarter of the twentieth century absorbed the space intended for the museum, just as it had that allotted to a lecture hall. The balance was not restored until in recent years (1939-41) when the president of the society, Laurence H. Norton, conceived the plan and arranged for the purchase of two large residences on East Boulevard, facing Wade Park, and the transfer of the library into one of them and the museum into the other. The new site has ample space for several additional buildings, enough to meet any needs now foreseen. One of the buildings, the McKinney house, originally built by Mrs. John Hay for her Cleveland home, and for many years the residence of the Price McKinney family, provides the so-

ciety with twenty-six exhibition rooms, an assembly hall, work rooms, and storage space, and now constitutes the main part of the museum. The building is an impressive structure, surrounded by beautiful patios and gardens. The other residence, adjacent to the Hay-McKinney house, and connected with it by passageways, was built by Harry Payne Bingham in 1918 and occupied later by the Leonard C. Hanna, Sr., family for many years. Like the museum building, the library building is Florentine in style. The two harmonize with each other and have a setting of terraces and formal gardens, which are much used in the summer season by visitors and for social occasions. Twenty-two rooms and a basement are now occupied by the library collections. Since moving to the new site the museum has grown as the library had in earlier years, until it may be said to have taken its old place as one of the society's major services to the public.

#### *Permanent Exhibitions*

Certain rooms in the museum are set aside for permanent exhibitions. Two are given to the D. Z. Norton Napoleonic collection, one to the George W. Bierce Washingtoniana, another to Mr. Bierce's early American lighting exhibits, several to period costumes, one to Shaker relics, and others to objects representative of early American homes, shop tools, and farm utensils. In the wing given over to an exhibition of the handicrafts of Indians, Eskimos, Mexicans, and Peruvians, is the exceptionally fine collection of pre-Inca pottery presented to the society by William H. Hunt. The museum is more than an institution with static exhibitions, that is, with all exhibits on permanent showing. Many of its rooms are changed every few days or weeks. A large portion of the collection is kept in storage rooms to be placed on exhibition in rotation, to use for special events, to illustrate special

subjects, or to go out on loan. The society's large accumulations of stamps, coins, paper money, and medals are just now being integrated, classified, and otherwise prepared for use in rotating exhibits. The same is true of the extensive collections of prints, photographs, and posters. Some of these are notable. Examples are the Ambrose Swasey gifts of freshly minted coins, many of them never in circulation; the S. Houghton Cox stamp collection; the J. D. Cox, Sr., Washington medals and Washington prints; Dr. H. K. Cushing's Franklin prints; and the William P. Palmer Civil War portraits and battle scenes. Again as in the cases of the major manuscript collections, this list gives a vague idea of the hundreds of thousands of objects which make up a museum.

#### *An Educational Institution*

A museum is an educational institution. It undertakes to visualize human events by the use of relics, facsimiles, dioramas, and pictures. In effect it constitutes an extension of the local educational system. In the case of this society, thousands of school children come to the museum for illustrative lessons in history. Special exhibitions are assembled to meet the needs of such classes. These may be of a pioneer home, of the costumes and furnishings of a particular period, or of the working tools or machines of some time or event which the classes in a school are at the moment studying. The opportunities for the use of such instruments of popular education, be it for schools, clubs, adults, or juveniles, are boundless. The museum is in fact the dynamic part of a modern historical society. It can adapt its policies to the changing needs of a community. There was a time when, in the present instance, the emphasis of the society's

search for museum material was on the Indian relics and archeology in general. Then the time came when it is obvious the officers were thinking of the pioneer living conditions of the white man's frontier. The objects that came to the society were of rural or small village life. The Cleveland of modern times is a great lake port, iron center, and industrial community. It is natural that the emphasis should now be shifting to the collection of materials which have to do with shipping on the Great Lakes and with manufacturing.

#### *In the Postwar Period*

The Western Reserve Historical Society faces postwar conditions knowing that it will have a vital part to play. It will offer the community a library rich in the raw materials of historical research and many rare printed works. It has a staff eager and able to assist visitors in their research, and to give any and all the latest conclusions of others' research in the history of the United States. Through its museum it will be prepared to visualize the life of the past in innumerable aspects. The entire community will be served as only a few metropolitan areas can be. Careful consideration is being given to the relations of the society's activities with those of the other cultural agencies in Cleveland. The purchasing officers of the Cleveland Public Library, of Western Reserve University, and of the society, are in constant communication in order to avoid needless duplication and to clarify their respective fields. The officers of all Cleveland museums have an inter-museum committee or council to keep clear their respective museum activities. By co-operation of all these forces there should develop cultural forces of a high order.



## The Chattanooga Joint Library Operation: An Evaluation

*The first four years of the association of the university and city libraries at Chattanooga are reviewed in this statement by the librarian of the university.*

THE IDEA for the joint Chattanooga Public Library and the University of Chattanooga Library building originated with Adolph S. Ochs, publisher of the *New York Times* and the *Chattanooga Times*. Mr. Ochs, whose interest in Chattanooga never lagged in his forty years of residence in New York, was approached regarding library matters, in 1928, by the president of the university and a member of the public library board, each in ignorance of the other's appeal and at different moments. He promised each to think the request over, and the consequence was the suggestion that the joint building be erected.

It was a startling idea. There was no precedent for it, and doubtless it would never have occurred to anyone associated with either institution. There was some basis for it in the way the university (actually, it is a liberal arts college now but has had schools of law, theology, and medicine in the past) had projected itself into the cultural life of the community. The gallery of the Chattanooga Art Association is on the campus and has been for many years. Its director is a faculty member of the college, as is the director of the Chattanooga Symphony Orchestra. These are but two of several similar evidences.

The campus is located only six blocks

from the center of the city's business section. There is ample parking space available, and several of the more important bus and streetcar lines pass the college. There was space on the campus for the building. Mr. Ochs pointed out these advantages, as well as the savings which could be effected in such unesthetic, but important, matters as heat, light, and janitor service.

His most pertinent arguments were different, although no less practical. There were the advantages of a joint collection, with the additional strength each would give the other. There were the opportunities for cooperative buying. Finally, he expressed his opinion that the university would more and more become the center of cultural activities in the city. This association would be one more step in that direction and the public library would gain by being a part of such a center.

The ever-active mind of Mr. Ochs went on to visualize groups joining in such a cooperative enterprise. The medical association, the garden clubs, the little theatre, music and art study groups—all these would be brought in, he believed, once the principle of cooperation was established. He then made the personal offer of one hundred thousand dollars to aid the project, an offer never realized because of his death before the building was constructed.

Before all the details for the joint operation could be worked out agreeably to the four contracting parties—Hamilton County, the City of Chattanooga, the public library

board of directors, and the University of Chattanooga Board of Trustees—the financial disaster of 1929 had occurred. It did not discourage Mr. Ochs but it threw a decided damper upon the public authorities, who feared that the bonds necessary to their share of the financial arrangements could not be sold.

It was not until a grant was made under the Public Works Administration in 1938—three years after the death of Mr. Ochs—that the building could be erected. It was occupied by the two libraries in the spring of 1940, so more than four years of joint occupancy now have passed. The time has come for at least a partial evaluation of accomplishment. The short history which has been given can form some basis for such a consideration.

The intention of the two institutions has been to move slowly in their field of co-operation. As those who have seen the plans of the building<sup>1</sup> realize, it is so constructed that the libraries can function as separate units, each with its own staff, reading rooms, and stacks. The only necessary cooperation is that a single heating plant serves both libraries. From there, the cooperation can continue or remain, as those in charge may desire.

No one has wished, however, to hinder joint development. Constantly, it has been the intention of everyone connected with the two libraries to further as much as possible the association. This has been the greatest aid and in many ways the chief incentive to accomplishment: that, from administrative heads to newest assistants, there has been a determination to achieve the utmost from the possibilities.

It is true that finances have never been able to match the intentions. Nevertheless, much has been accomplished. First, there was established a system of immediate

interlibrary loans. Under this arrangement, librarians from either library go into the stacks of the other and secure books and charge them out, thus making it possible to give almost as quick service through interlibrary loan as on direct loan to the user. This was not so necessary from the requirements of the students of the college, who hold their cards and are served by the public library as are other members of the public, as it was for patrons of the public library.

#### *Use by General Public*

Fears had been expressed in some quarters that the close juxtaposition of the two would cause the college library to be overrun by members of the public seeking specialized books and thus hinder service to the students. A rule was, therefore, established that the public would not be allowed to use the college reading rooms but could use its books, unless reserved for student use, in the reading rooms of the public library.

In order that these arrangements be completely effective, a union catalog should be prepared. The funds are not available to do this completely, but, since the two libraries were joined, an author card for each new addition by one has been placed in the catalog of the other. One immediately perceivable result has been a constantly growing increase of interlibrary loans from the college to the public library. This service has unquestionably made friends for both institutions among the public served. What its ultimate effect may be upon the reading habits and the educational development of the community will require more than four or five years to determine.

The placing of a small auditorium in the building has enabled the two institutions to institute successful joint programs and forums. Unfortunately, this auditorium for the last two years has had to be used for other purposes, but once it is again available,

<sup>1</sup>Govan, Gilbert E., and Rowell, Adelaide C. "The Chattanooga Library Building." *Library Journal* 66: 543-47, June 15, 1941.

the hope is to resume its use for group meetings, for forums, and for other activities of community, public library, and college interest.

Probably the most challenging opportunity offered in this Chattanooga experiment, largely because it is an exploration of a new area, is in the field of cooperative purchasing of books and periodicals. To realize it completely, both institutions should have more funds. That remark is not intended to convey its obvious implication; what is meant is that limited funds have largely forced each institution to stay within the bounds of its primary interest, thus creating less opportunity for duplication than would otherwise be the case.

As is usual with college libraries, the funds appropriated to the university library for buying books and periodicals are allocated to departments of the university, except for a percentage retained by the librarian, to be used at his discretion to keep the collection in balance and for general and reference purchases. The major portion of the books and periodicals bought are, consequently, for specific academic purposes.

The public library, on the other hand, confines itself of necessity to general and popular reading. The institution is not unique in having to struggle along, meeting a large public demand on limited funds. Naturally, this demand is more for general than specialized reading. Thus, that situation has largely taken care of the possibility of excessive duplication in the two collections.

#### *Cooperation of Staffs*

However, there are areas where, in addition to the natural division caused by the reading desires of patrons, the staffs of the two institutions can consult and assign certain fields to one library and others to the other. As discussion of all these would necessarily entail duplication, it might be

well to allow one—the reference collections—to stand as an example of the whole matter of cooperation in purchasing.

The two reference rooms are located on the same floor of the building. As on all other floors, the only means of communication between the two libraries are doors for administrative or staff use. But any user of either library may request from the assistant on duty a book or periodical in the other, and it can be secured easily and quickly. Reference catalogs have been exchanged, as have periodical catalogs, to facilitate this.

The books of one category obviously are needed in both places—for example, Webster's *New International Dictionary*, the *Encyclopaedia Britannica*, and the *Dictionary of American Biography*. Locations for a second group are determined largely by where the greater use is. The university library has to have certain departmental tools, such as the *Mental Measurements Yearbook* and Beilstein's *Handbuch der Organischen Chemie*, the use of which in a public library in a city of the size of Chattanooga would be infrequent. The public library has much use, on the other hand, for such volumes as *Thomas' Register of American Manufacturers* and the publications of Moody's Investors Service, as well as for certain biographical titles which are not so important to the college library. Included in the second group are annual publications, except for such universally necessary items as the *World Almanac* and the *Blue Book of Southern Progress*. A third category is more limited, and so far has been confined to tools used by the librarians. The sort of division here described has also worked very effectively in the buying of periodicals.

There are other areas in which the cooperation between the two libraries has been very effective. One was foreseen, in that the building is so planned that the two cataloging rooms were placed side by side. The

two libraries have both undertaken recataloging projects since moving into the new building. The catalogers have consequently had the assistance of an interchange of advice and experience, with benefit to both parties. Difficult problems of classification or filing are the more easily solved by bringing all minds to work upon them.

### *Other Libraries*

So far, this discussion has been about rather obvious things. It was to be expected that they would be attempted and accomplished, completely or in some degree. Once the principle of cooperation was established, as Mr. Ochs foresaw, there might be unexpected efforts to join the project. It is in these that probably the most interesting developments at Chattanooga have occurred.

First came a proposal from the doctors. The local medical association had established a small library some years back in a basement room of the Medical Arts Building. No particular attention was given it, but it furnished enough assistance to the members for them to wish to expand it. The new library offered the opportunity. When it was suggested to them that they have their own room and adjoining stack space in the building, they were not only receptive but enthusiastic. They raised money for the purchase of books and journals. The university library placed with these such related periodicals and books as it had. The public library furnished service. There is now a useful and growing collection of medical reference material available to the public as well as to the doctors.<sup>2</sup> It should not be lost sight of, also, that the university students have at their disposal all these facilities as members of the public served by the library.

In any sphere of library cooperation in-

<sup>2</sup> This experience has been described by Mildred Crowe, medical librarian, Chattanooga Public Library, in "A Medical Society Library in a Public Library," *Bulletin of the Medical Library Association* 32:221-29, April 1944. It has been offered as a possible guide for similar efforts elsewhere.

cluding a public library, ways should be sought to create greater interest from the side of the public schools. One of the immediately obvious approaches is in the collecting of educational films. This, in most localities, is virtually virgin territory. The schools use their funds allotted for this purpose to rent, seldom to purchase, films. When it was suggested that a portion of these funds be pooled annually for the purchase of films, which would be stored and administratively cared for by the library, it had an immediate appeal. Unfortunately, the war has created conditions which have worked against this project. Some of the more enthusiastic members of the committee appointed to carry on the film library have, themselves, left for military service. The nucleus has been started, though, and once the war is over, it is hoped that a revival of the complete program will occur.

One interesting development has been the building of a journalism library. The executive offices of the Southern Newspaper Publishers' Association are in Chattanooga. The executive secretary was immediately interested in the suggestion that a collection be established here which would include books on all technical phases of journalism, as well as anniversary issues of the member papers (which extend from Virginia through Texas), and books—on whatever subject—by those connected with member papers. A result is that this is more than a collection of books on journalism. It embraces good local history collections on many communities, as anniversary editions are largely composed of that sort of material.

The Tennessee Valley Authority has been brought into the library's operation in several ways. There have been grants-in-aid to the public library because of its service to local groups connected with the authority. But the most valuable thing the authority has yet done is to deposit with the university library, for the use of serious research schol-



ars, certain of its work studies for the sociological and economic monographs published by or for the authority.

For years the Engineers' Club of Chattanooga has appropriated money to purchase periodicals in its fields of interest for the public library. Thus, its cooperative interest is of long standing. It has only been within the last few months, though, that it has been able to secure the funds to do what it has wished, that is, to equip a room and to purchase necessary reference volumes for it. These quarters are now in the process of organization, and again the college will participate by placing in the room those of its holdings which will both strengthen and be strengthened by the rest of the collection.

Before closing this discussion, it should be pointed out that some of the academic collections have proved particularly important for public use in the present emergency. It had not been foreseen that a demand would be created by the war for books in the fields of foreign languages, mathematics, and the other natural sciences. These have proved valuable for many public library patrons. Other circumstances may develop which will show additional values not foreseen in planning for joint library operation.

These are the more striking of the developments in this enterprise. In themselves, they convey some idea of the success which has attended the first four years of joint effort. There remain two other sources from which opinions may be secured to aid in evaluation. First is that of users. A group of citizens were asked their opinions, as were members of the faculty and student body of the college. All had praise for the operation and the possibilities of further development. Only one objection was advanced: some of the citizens think the distance from downtown a little too great and more than usually irksome in these days of gasoline rationing. The fact that the additional distance from the old

location of the public library is but four blocks probably will cause that to appear inconsequential to residents of larger communities. The public library, however, has taken recognition of the objection by establishing a downtown branch. This is open from twelve to two and has a changing deposit of books. Other titles which are requested are taken from the main collections.

The staffs of the two libraries also have mentioned the location as their major objection, except for certain practical difficulties which could not be anticipated at the start and which call for minor changes in plan. Without exception, though, they have expressed their pleasure over what has been accomplished and with the possibilities which lie ahead.

The chief interest for college librarians will be in those areas affecting the college, its faculty, and its students. Several results are immediately apparent: the increase of the available book and periodical collections to include the holdings of the public library; the fact that the public library reading rooms offer additional space; the increase of trained help by public library assistants in securing materials. There are similar advantages for the public from the university collections and staff. Whether this particular experiment offers a model for other institutions and communities depends largely upon local conditions. If the college campus, as is the instance here in Chattanooga, is located sufficiently close to the center of the community, it would appear practical to consider it.

At any rate, we of Chattanooga have demonstrated to our own satisfaction and that of our clientele, that there is no barrier to a close cooperative effort between a public library and the library of a liberal arts college, if the members of the two staffs have the vision and the determination to make it a success.

## A Gift and Exchange Division in Wartime

*This article by the chief of the Gift and Exchange Division of the University of California at Berkeley, like preceding ones from California, embodies a report on conditions incident to the war in a particular division of university library activity.*

ONE OF THE MAJOR PROBLEMS confronting librarians at the present time is the possible fate of serials and monographic publications emanating from the countries across the Atlantic and Pacific. How has the war affected their receipt here? What are the prospects for the postwar era? So far as materials obtained by purchase are concerned, the head of the accessions department is best qualified to make a report for the University of California, since that unit is responsible for their acquisition.

Turning to serials received by gift or exchange, however, there is, of course, a very large percentage which have suspended. Others are appearing at more or less regular intervals but are not coming to the United States. Some have undoubtedly ceased, but the prophecy may be ventured that a surprising number will gradually recover their places on the shelves within a few years after peace is restored. This conjecture is based upon actual experience with the collection of the University of California Library after World War I and upon respect for man's ability to rise again after major catastrophes. In fact, he has already started upon a return journey. Spain is once more publishing important periodicals and docu-

ments, in addition to monographic works. Recently liberated territories, such as Algiers, have expressed their desire to resume and even expand their exchange relations. A shipment from Syria a few weeks ago included studies from 1940 through 1943. These evidently had been delayed on account of the exigencies of war. Similar examples can doubtless be cited by other institutions. From the British Isles publications have arrived with amazing regularity, although the output is limited. The Soviet Union will be discussed as a unit. It seems to keep an even keel, come what may.

At the outbreak of hostilities, the Smithsonian Institution in Washington, D.C., suspended shipping operations abroad. Since most of the University of California Press publications are forwarded via this intermediary, the press agreed to reserve a sufficient number of copies from the current output in the scientific series to provide for exchanges through it. It is satisfying to know that it will be possible thereby to assist in building up the sadly depleted resources of educational institutions in war-devastated countries. Foe as well as friend will benefit, moreover, for investigations, discoveries, and inventions recognize no boundary lines. Furthermore, there should be received in return the publications of the present enemies of the United States, thus assuring familiarity with wartime developments in their countries.

Early in 1941 the library undertook to notify foreign exchanges that the press was

earmarking current material and asked for similar action from the institutions to which the letters were addressed. Many favorable replies were received before communications were cut off. The query that immediately comes to mind is, "How much of this solicited material will be in existence when hostilities cease?" It remains to be seen.

When all that was feasible had been done to ensure receipts, the division turned its attention to the channels that are still open. One of the interesting facts in connection with this tragic era is the surprising number of new publications, both serial and monographic, that continue to appear in spite of the doors which have been slammed shut. Titles spring up like mushrooms with, of course, a veritable deluge of propaganda. All parts of the library are cooperating in the acquisition of this type of material. Likewise, the various units are diligently gleaning the worth-while publications which may be of assistance in the difficult years that lie ahead in the postwar period. Incidentally, there has been received recently a monthly bulletin emanating from the Society for Prevention of World War III.

#### *Russian Publications*

We now turn to Russian serials and monographs. Since there already was a good basic collection of prerevolutionary material, thanks to the foresight of such authorities as Professor G. R. Noyes, Professor R. J. Kerner, and the late Professor Alexander Kaun, the effort has been in recent years to develop and expand this nucleus by obtaining, through exchange, publications issued since 1917. It has been gratifying, therefore, to note the use made of the collection as a whole by government officials and scholars in general during the present crisis. The Soviet Union, moreover, has continued to carry on its program of research. Important new works appear in every bibliography that reaches the shelves. Many of

these have already been requested and received here. Perhaps more remarkable has been the recent arrival of some issues of a series emanating from the University of Kazan, dating back to 1891, to fill in lacunae. For years the two well-known agents, the Vsesoiuznoe Obshchestvo Kul'turnoi Sviasi s Zagranitsej and the Vsesoiuznaia Biblioteka imeni Lenina, have been furnishing sets of various serials, item by item; but to be supplied with these in the midst of such turmoil is surprising indeed. Evidently the efforts made to make contact with Russian exchanges during the war have impressed the recipients of the letters, since a commentator from the famous public library of Leningrad writes in the *Library World* as follows:

Even during the difficult days of the siege, letters from the University of California . . . by some miraculous means found their way to the library. At the present time a regular correspondence and interchange of books is maintained between these institutions.<sup>1</sup>

From the Orient let us put on seven-league boots and leap to Latin America. While the University of California Library has been adding publications from the lands to the south for many years, the pace was accelerated considerably in 1941 in the hope of getting a little ahead of the interest in these countries, which is rapidly developing and supposedly will continue to increase in the postwar era. At the present time there are some 958 serials, exclusive of documents and the files maintained by the Bancroft Library. (This figure includes a small percentage acquired by purchase, but the majority have come by gift or exchange.) In addition, many monographs have been obtained. However, much remains to be done before the collection can be said to be thoroughly representative. It may be well to point out in this connection that the library is interested primarily in the quality of the

<sup>1</sup> *Library World* 46:135-36, April 1944.

works that are added rather than in the quantity. As far as serial publications are concerned, hundreds of requests are sent for sample copies in order that the publications may be examined by competent authorities before a definite attempt is made to secure files. The cooperation received from our southern neighbors in the systematic efforts to develop the collection has been gratifying.

### *Gift Collections*

Finally we come to the role played by the gift collections that pour in during war days as well as in peacetime. As every institution knows, these vary from a few items to donations of several hundred volumes. They may be pamphlets of little interest to anyone except the donor or they may be works that would make a collector's mouth water. It has been said that the handling of gifts is an expensive proposition in a large institution, since only a comparatively small percentage will be absorbed by the recipient. True enough, but the fundamental situation remains the same. Either libraries must refuse to accept gifts or they must continue to accept them and dispose of them to the best advantage. There is no halfway measure.

The university in Berkeley is fortunate inasmuch as it has other campuses with smaller collections or specialized interests which usually welcome duplicates. In connection with the latter, emphasis is being laid by the loan and shelf division upon replacement of worn-out copies of foreign publications and even the addition of extra copies, since this type of material will be difficult to procure in the future. Reserve sets of serials are also being accumulated and stored for the years to come, together with duplicates of monographs which may be of service for the proposed library for undergraduates.

One of the regrettable casualties of the

war, due to a war budget, is the duplicate list prepared for distribution to other institutions. Thousands of items were formerly placed where they would be of service, in return for similar courtesies. The most that can be done along these lines at the present time is to send out post cards offering back numbers of important serials to libraries which indicate lacunae in the *Union List of Serials*. It is often surprising to find some of the large institutions accepting offers with alacrity, and the library feels repaid for the work involved, even though this is superimposed upon an already crowded program.

Needless to say, the men in service are not forgotten. Books which will be of interest to them are dispatched to camps. Since, however, certain types of publications are of problematical usefulness, arrangements have been made with the librarian of a large naval unit near by to scan shelves of duplicates collected, for appraisal in order that her library may not be burdened with material that is of no value to the Navy personnel. The same arrangement has been made with one of the large housing units, because this represents a cross section in age, interest, and background.

The general library also cooperates with the A.L.A. Committee on Aid to Libraries in War Areas and has already deposited a number of runs of periodicals in storage places designated by the committee. China has received special attention from the library as well as from other parts of the university.

This then is an effort to present in a brief paper the main activities of the division in connection with the library as a whole. Special emphasis has been laid upon the groundwork for the postwar era, since surely this is of paramount importance for libraries everywhere if we are to do our part in the difficult years which are bound to follow close upon the heels of peace.



## Loan Clientele of State University and Land-Grant College Libraries

*The librarian of the University of Arkansas has studied the practices of a group of libraries, in the thought that the results might help in defining their clientele.*

THE FIRST FUNCTION of a college or university is to provide an education for its matriculated students. Beyond that each has a certain amount of public responsibility, whatever its source of income. In particular, colleges and universities which receive the major portion of their income from public tax sources have other direct and implied obligations to the people of the state which gives them support. The state university or land-grant college usually assumes these obligations in the form of extension agencies, by making its research facilities, staff, and publications available freely to the state, and by other means. The extent to which such institutions assume these responsibilities is dependent upon many factors, such as adequacy of support, obligations as expressed by establishing or enabling law, traditions, policy of governing boards, awareness of administrative and teaching staffs, and the measure in which other state agencies exist for the given purpose.

What, if any, is the off-campus responsibility of the library of the state-supported institution in the matter of making its facilities available to the citizens of the state? As an ancillary agency it is, of course, dependent regarding its policies in this respect upon those of the institution. Its first function is to supply the material and services

needed in connection with the instructional program. But does it have definite responsibilities beyond the campus environs? Is it under obligation to lend books needed by people out in the state, if such books cannot be obtained readily elsewhere in the state? Judging by practices and stated policies, relatively few such libraries face the obligation squarely, if we grant that it exists, and in organized fashion. Moreover, there is no general agreement as to giving services to local communities beyond the campus.

Early in 1944, in an attempt to ascertain practices followed by this group of libraries defining their loan clientele, other than for institutional staff members and regular students, questionnaires were sent to the seventy-one state universities and land-grant colleges of the United States. The following is a summary and analysis of replies received from sixty-seven libraries.

### *Families of Staff*

All libraries give some type of service to immediate members of the families of staff or faculty members. As a general rule, fourteen confine their loan services to the husbands or wives of staff members, viz., Arizona, Arkansas, California (Berkeley and Los Angeles), Delaware, Illinois, Michigan State, Minnesota, Oklahoma A. and M., Oregon State, Tennessee, Washington, West Virginia, Wisconsin. Practices in others vary widely, with the majority limiting loans to the immediate family only. Typical examples of varying practices in-

clude: privileges to others upon special request (Utah); children and visiting relatives included (Iowa); anyone served but children (Purdue); all living in household accommodated (Georgia); borrowers' cards issued to children (Alabama Polytechnic Institute); borrowers' cards not issued to those under eighteen (Oregon); anyone but children below high school age included (Rutgers); all employees of the university and their families served (Colorado); anyone regardless of relationship permitted to borrow (New Mexico); a son or daughter who has finished high school and college and is living at home allowed to draw books by signing his or her father's name if the latter has made a special request (Michigan).

#### *Part-Time Students*

With the exception of Arkansas, all libraries report that they give part-time or special students the same loan privileges as regular students who are taking full-time schedules. At Arkansas it was found advisable to limit these loans somewhat, in order to correct abuses of privileges. However, in actual practice, for the majority of such students, this regulation is applied only when necessary to correct flagrant misuse, such as the borrowing of many recreational books for other members of the family, for neighbors, and for friends. Since students who are registered for only a small portion of the normal load are usually local residents, paying only a nominal fee, it is difficult to see how libraries which deny loan privileges to citizens of the local communities can justify granting full loan privileges to such students. The practice is known to cause ill will on the part of others who cannot withdraw books.

#### *Correspondence Students*

In institutions where organized extension courses are given, the usual practice is for the student to obtain the major part of the

material needed through the office of the correspondence or extension division. Many libraries report, however, that direct supplementary loans are made in some form or other. Thirty loan directly to such students both locally and by mail; two loan only to local students; nineteen make no direct loans; sixteen institutions do not offer correspondence courses. Several libraries which do not loan directly will make loans only by regular interlibrary loan. When there is a library extension agency all such loans usually are handled by this division of the library. Most libraries will supply material freely to the extension division of the institution for the use of correspondence students. A small number, however, prefer to make all such loans directly through library facilities rather than through the extension division offices. Two libraries charge a one-dollar fee for a library card; two require deposits, one of which makes a service charge of twenty-five cents for each book borrowed.

#### *Nonregistered Graduate Students*

Graduate students who have completed residential work for degrees and are preparing theses or dissertations may, in general, expect help from the library of their alma mater in the form of free loans of material. Fifty-one of the sixty-two giving graduate work make direct loans as necessary, though several prefer to use the facilities of interlibrary loan only. Eleven will lend only in this way. Such circulation usually is without charge, but a few, such as Texas and Washington State, require deposits. At Tennessee local county students pay a quarterly fee of \$1.50 for such borrowing privileges. At California the fee is \$6 per year and at Washington \$3.

#### *Persons without College Connection*

For practical purposes it may be said that all libraries will and do make direct loans,

on occasion and by some arrangement, to individuals who have no official connection with the college or university. Four institutions report definitely that they do not make such loans, but it may safely be assumed that these libraries would not deny an occasional direct loan if conditions made the action highly desirable and no other means were available, even though the general policy may be to lend only through regular interlibrary loan channels. As a solution to the general question, however, the occasional or "exception to the rule" loan means little. The important point remains: what is the extent or coverage of off-campus loans throughout the state?

There is little or no uniformity of practice among the group of libraries as to lending to noncollege applicants. The most often expressed replies to the question of direct loans to outsiders are: "occasionally," "sometimes," "by special permission," "on proper recommendation," "few calls," "no definite policy," "not often," or "exceptions made by the librarian." From this a general conclusion may be drawn to the effect that the majority of libraries, while willing to make such loans, have no definite policy or machinery for handling them as a matter of routine. Theoretically, all citizens of the state who have special need for the services of their college or university library may receive them, if they can discover *how*. The universal American library practice of interlibrary loan will usually bring the desired results, but the prospective borrower may have some difficulty in finding a local library through which to make application. States and regions having poor local library coverage may thus expect little assistance from this source. These, then, have the greater need for some agency which will bridge the gap between the people and the resources of the college library, as supplementary to those existing in local communities and those of state-wide agencies

organized for the direct purpose of giving extension library service.

When direct loans are made there usually is no charge, insofar as the lending library is concerned, other than for postage. Seven libraries, or the extension division through which local or state-wide loans are made, charge a fee ranging from ten cents per book to seven dollars per year. Eight require a deposit ranging from the price of the book to six dollars per year for borrowing privileges.

Twenty-five libraries, or 37 per cent of those reporting, as a general rule limit direct loans to local communities or special groups therein. Nine of these twenty-five lend only to special local groups, such as ministers, teachers, alumni, and doctors. Thirty will make direct loans to applicants by mail, usually with a state limit, under conditions ranging from free service to anyone who applies, to a requirement for a fee or a deposit; twenty-five will not lend directly to individuals by mail. Some few who do not lend by mail but who make over-the-counter loans to local groups, will also make such loans to others provided proper identification is furnished.

Despite the possible desirability and feasibility of the direct lending of books freely to residents of the local community, it is difficult to see the logic of such an arrangement unless the same privilege is at least potentially available to all residents of the state. Under such an arrangement people outside the local community will have a justifiable complaint that partiality is shown to local residents. It should also be pointed out here that when the college or university gives loan services freely to all local residents, particularly in a medium-sized town, much of the incentive for adequate support of the local public library is destroyed. At least one instance is definitely known where this is an important factor, the public library board being opposed to such policies

for the reason stated. It may be assumed that this argument may be advanced logically in many other localities.

Those residing within calling distance of the campus pay no more proportionately in taxes toward the operating expenses of the institution than do those residing in the most distant section of the state. As a matter of fact, they actually are in position to receive many benefits which distance denies to others. Their children may commute to and from the campus at a considerable saving in expense; they are in position to receive more prompt assistance, more often, from service divisions of the college, than is possible to others. Do local residents then have the right to expect or demand library services which are ordinarily available only to students and staff? (From a practical standpoint this question may be regarded only as theoretical. It is recognized that many libraries can and do give these services without the complications referred to, the justification being that it is better to be illogical in this respect than to deny local service which funds, resources, and personnel will not permit to be extended to all.)

The following statements or quotations from selected libraries will serve as typical illustrations of the wide variation in practices and may possibly be of some assistance to other libraries when considering changes in definitions for clientele.

Loans generally limited to local community "within a radius of seven miles," with a fee of one dollar for card; ministers and teachers have courtesy cards (Alabama Polytechnic Institute). "Our loan policy to non-students and faculty is governed more by the demonstrated needs of individual cases rather than by definite and strict rules. We make loans by mail to state residents when local libraries cannot supply the materials; we make interlibrary loans; we loan to local individuals with serious intentions

who are doing research, etc., and who find the public libraries inadequate" (University of Arizona). Special loans made to individuals by mail only when interlibrary loan services of a local library not available. Local ministers, teachers, and alumni given courtesy borrowing privileges; other special local groups by fee (University of Arkansas). "Residents of Berkeley and the San Francisco Bay region may use the library for reference. If any desire to borrow books, a \$6.00 fee per year is collected. If a person in the community has urgent need for an individual volume, arrangements might be made to borrow this volume by leaving a cash deposit equal to the value of the book. Privileges to borrow books by individuals are restricted to the local community, that is, the so-called San Francisco Bay region. . . . Privileges of using the library and borrowing books without fee assessments are extended to faculties of local institutions of higher learning" (University of California, Berkeley). Loans made to local individuals at ten cents per loan (Colorado State).

"Students in the public schools have the privilege of using books in the university library only" (University of Georgia). Loans generally limited to local community; "home use only for special work using non-popular material" (University of Illinois). "Persons must be known to us or identified. Occasionally we have asked for a cash deposit, never a fee" (Purdue). "Ordinarily we lend only through interlibrary loans, but some exceptions are made" (Iowa State). Loans made within the city; "outside requests are handled by the extension division" (University of Kansas). Loans made throughout the state by deposit amounting to the price of the book (University of Kentucky). "In general we lend to anyone" (University of Maine). Locally, "over the counter upon satisfactory identification" (University of Maryland). "Exceptions



are sometimes made by the librarian, and borrowing privileges are granted to individuals recommended in writing by well-known industrial firms, or librarians, or by a professor" (M.I.T.). "Anyone desiring material from the university library must apply for it through the local library. All such questions are handled by interlibrary loan" (University of Michigan). "Although officially we do not lend to individuals not connected with the University of Minnesota program, we will grant loan privileges to persons with a legitimate need for the services of our library and with some knowledge or acquaintanceship among members of the staff of the University of Minnesota. Thus, a great many local professional people are given special permission to use the library and, occasionally, former students recommended by a faculty member are extended the same privilege" (University of Minnesota). Cash deposit of five dollars (Montana State University).

Unique among colleges and universities of this group and by contract agreement with the town, extending over a long period of years, all citizens of the town have the same general library privileges as students and faculty (University of New Hampshire). "Only the postage is paid, if books are loaned by mail. Otherwise, only a name and address are necessary to borrow a book" (University of North Dakota). "There are comparatively few public libraries in this state which makes it impossible in many cases to send books through the usual interlibrary loan channels when requested. We, therefore, lend many books each year directly to individuals in all parts of the state, particularly if such books are of the ordinary trade type and can be easily replaced" (Oklahoma Agricultural and Mechanical College). "Professional people in Corvallis, ministers, teachers, physicians, lawyers, and the like; no charge made" (Oregon State).

Such loans handled by division of university extension: "Those individuals who desire to make use of the library facilities provided for university students will be entitled to the same privileges. These privileges are personal use of catalogues, bibliographies, and other reference tools in the building itself, the personal assistance of the regular library staff, and the borrowing of books in accordance with the regulations governing their use by students and faculty. The fee for this service is \$7.00 for one year (\$3.50 for six months)." A fee of twenty-five cents is charged for the occasional loan (University of Tennessee). Loans made to all persons not connected with the college for a deposit of six dollars (Agricultural and Mechanical College of Texas). "The library is free to the public for consultation; graduates of the university and others may, upon depositing five dollars with the auditor, secure the privilege of borrowing books not needed for reference or class work" (University of Texas). Local loans made on proper recommendation; restrictions are kept to the minimum. Outside loans are made through the library extension service, which prepares special printed lists of books available but does not necessarily limit loans to such lists; fees are ten cents for one book, twelve cents for two books, fifteen cents for three books, etc. (University of Virginia). With the exception of local clergymen and a few other special groups, who are given free courtesy cards, outside loans are by fee: "\$3.00 a year for nonstudent borrowers. If the card is used less than a year, we refund at the rate of \$.75 a quarter, but do not return the full amount. \$1.00 a year is charged by the extension service for a library card which we honor; \$.90 is held in reserve for the library to draw on for additional copies of books for extension students" (University of Washington). After proof of need of facilities local loans made

with a deposit of five dollars, otherwise by interlibrary loan channels (University of Wisconsin).

As pointed out previously, the libraries are not always free to make a decision as to whether or not they will offer extensive state-wide service. Local and state conditions preclude any universal uniformity of practices. Likewise, local factors, particularly the location of the institutions, affect policies as to community lending. The smaller the town the more likely that liberal local service can be given. Colleges and universities generous with such lending are more often than not located in small towns and cities. Seventy per cent are located in cities or towns of less than 25,000 population, the average population being 8850. Thus, the majority are in position to supplement local facilities, if desirable, without large city complications. Cities of twenty thousand and more should be able to give good library service without calling upon the college library extensively.

#### *Alumni*

Few university or college libraries of the group under consideration offer special loans to alumni of the institution. As a general rule an alumnus is offered only the same privileges as are given to other citizens of the state or community. Ten libraries report some type of special service. Arkansas includes alumni among the local group to which it gives courtesy cards upon application, but few have availed themselves of the opportunity. Kentucky loans to alumni residing within the state for two weeks, with privilege of renewal. Massachusetts Institute of Technology reports that "alumni borrowing privileges are on the same basis as student borrowers, with the exception of material in urgent demand and theses, which they may not borrow." Michigan State reports: "Our Friends of the Library group, just started, has a strong alumni

membership we aim to favor." Montana State University reports that "If dues are paid to date, alumni may borrow books, with postage paid by alumni secretary's office." At Cornell "all alumni who are permanent residents of Ithaca or vicinity can borrow." Oregon State gives free borrowing privileges to alumni, provided they apply at the library office for a borrower's card. The University of Washington honors membership cards in the alumni association; otherwise, through the extension service with a one-dollar fee for library card. Washington State lends on the same basis as to students; loans by mail are made by library extension. One institution, which declines to be quoted by name, lends to alumni whose dues are paid up in the alumni association.

#### *Direct Cooperation with State Library Agencies*

In reply to a query: "Do you cooperate directly with your state extension agency, such as state library or state library commission, to furnish material for state-wide adult reading programs?" twenty-two replied in the affirmative. However, few give details of any unusual cooperation, and it is believed that in most instances this cooperation is by informal agreement to loan to each other when requested. Many states apparently do not have active state agencies with which it is possible to cooperate or, at least, which ask for cooperation. A few examples of agreements may be cited: "Unusual demands or requests for highly specialized materials are referred to the university. Likewise, if we receive requests for general materials, we refer them to the library extension division" (University of Georgia). "We forward all requests for material for club programs to the state library" (Michigan State). "Many of our loans are made independently of the commission. Other requests come to us because

the commission does not have the material. Generally, the commission turns over to us requests they cannot handle" (University of Missouri). The University of North Carolina, which has a very active library extension division, replies: "Yes, when helpful, as we are an extension agency of the state." "If we are not able to supply the material requested, we refer the patron to them and vice versa" (University of North Dakota). "We loan material to the commission but not directly to its patrons" (University of South Dakota). "We cooperate with the Washington State Library in furnishing any material needed in this state. The Pacific Northwest Bibliographic Center is located in this building, and this library is very active in interlibrary loan service" (University of Washington). "Commission on campus and it may borrow special books from university library when necessary. Certain requests are referred to commission from university library" (University of West Virginia). The most definite policy of cooperation or formal agreement is contained in a statement sent out by the State University of Iowa in response to requests:

"The following policy regarding the lending of books and other library material has been agreed upon by the Iowa State Traveling Library, the Iowa State College Library and the State University of Iowa Library: (1) loans to schools and debating teams are to be supplied by the Iowa State Traveling Library at Des Moines; (2)

loans to extension students are to be supplied by the library of the institution in which the student is registered for his extension work . . . ; (3) loans to women's clubs and their members are to be supplied by the Iowa State Traveling Library; (4) loans to individuals are to be supplied by the Iowa State Traveling Library, except such technical material as the State Traveling Library may not have, and which is to be found at either the state college library at Ames or the state university library at Iowa City. Your requests for the loan of material should be made through your local library, if there is one in the community."

It may be concluded that when loan services, other than usual interlibrary loans on the part of the land-grant or state university library, are to be given, the most satisfactory method is by a definite library extension agency system. If this agency can be the joint responsibility of the library and the general extension service of the college, so much the better. At least there should be close coordination of services between the two. If there exists in the state a separate library extension agency, such as a public library commission, an agreement should be reached as to the responsibilities of each, so that there will be a minimum in duplication of effort and expense. Furthermore, it is logical that the same type of service be available to all within the state, without favoritism, whether this be free, by fee, or by deposit.

## The Circulation Department: Organization and Personnel

*Reorganization of college and university library circulation departments, long overdue, is now essential to improve the character of professional work and prepare for postwar responsibilities. . . . The librarian of Brooklyn College discusses this problem.*

WHEN HOSTILITIES CEASE and the mustering-out process begins, thousands of men and women will return to the colleges and universities of America to resume their interrupted study. Thousands more who never before had the opportunity will embark upon college careers. On Nov. 13, 1942, the President appointed an Armed Forces Committee on Post-War Educational Opportunities for Service Personnel. Senate Bill S.1509, which provides for payment by the federal government of "customary tuition, laboratory, and library fees," was the outcome of the work done by this committee. The committee estimated that one million ex-service personnel might be eligible for one year of study in the colleges and universities, while an additional 200,000 might qualify for a second year, and 165,000 and 150,000 respectively, for the third and fourth year of college work.<sup>1</sup> Unquestionably, this bill or one of its successors will be enacted. Numerous bills have since been introduced in the Senate to provide postwar education for eligible ex-service men and women.

The postwar student body may differ in marked degree from the traditional student body. Freshmen will consist of two groups providing a situation never before existing on the American campus. There will be younger men recently out of high school who barely missed induction and who have progressed to the colleges in normal fashion. In addition, there will be present freshmen of more mature years. These men may have completed their secondary school education several years before and in the interim will have seen more of life than the younger freshmen—a grim side of life that the others missed. They will all be in college together. This student body, unique in its complex character, will influence educational method.

College and university library circulation departments will be affected by these changes on the campus. Old problems with which librarians have always struggled will be present in exaggerated form, while new problems without precedent will present a challenge requiring the highest type of professional work. The circulation department should therefore receive earnest consideration now, for it must be the active agent that introduces books to this complex group and coordinates the library with advanced educational method. Success or failure in adjusting the library to postwar needs will be largely contingent upon the circulation department.

Some circulation departments are not ready for their new responsibilities. Before

<sup>1</sup> "Higher Education and the War." *Education for Victory*, v. 2, no. 11, Dec. 1, 1943, p. 10-11. Report of the Armed Forces Committee on Post-War Educational Opportunities for Service Personnel.



the present conflict libraries attempted to meet the book needs of increasing numbers of students by acquiring more books, but "the use of them by the undergraduates on whose account primarily they were acquired, is in most institutions . . . distinctly disconcerting."<sup>2</sup> This is an indictment of the circulation department, which is charged with the responsibility of seeing that students do use the library. Too frequently the circulation department has been identified with handing out books. Its responsibility must not end here.

### *Professional vs. Clerical Duties*

Reorganization, long overdue, must eliminate the weak features of the circulation department. One of the greatest obstacles to meeting the responsibilities of the future appears to be the confusion or overlapping of professional and clerical duties. Two decades ago Dr. Williamson warned that "for the sake of the library profession and to elevate the standards of library service, some distinction between professional and . . . clerical grades of library work is essential."<sup>3</sup> He adds:

There are many kinds of work in any library which can be performed just as well (perhaps better) by a young woman with a high school education and a little appropriate instruction and experience as by a college graduate with the best library school training that can be devised.<sup>4</sup>

Dr. Williamson forecast a very practical and unfortunate result if this situation were allowed to continue, for he pointed out that unless professional assistants perform professional work they cannot expect to receive appropriate remuneration. And he observed that "library administrators appear to be making little or no effort to keep these two types of work distinct."<sup>5</sup>

<sup>2</sup> Branscomb, Bennett Harvie. *Teaching with Books: a Study of College Libraries*. Chicago, A.L.A., 1940, p. 5.

<sup>3</sup> Williamson, C. C. *Training for Library Service*. New York, 1923, p. 5.

<sup>4</sup> *Ibid.*, p. 4.

<sup>5</sup> *Ibid.*

A few years later George Alan Works stated that "there may not be sufficient distinction made in libraries between the clerical and professional types of service,"<sup>6</sup> and pointed out that even from the standpoint of economy "there should be as complete segregation as is practicable of the two types of work." One does not have to look far to see that this warning and advice has not been heeded. In their study<sup>7</sup> published as recently as 1941, William M. Randall and F. L. D. Goodrich sound rather pessimistic when they speak of the "details of such things as charging systems, fines, and the problems of lost books" and warn that ". . . to the service librarian, these requests [at the loan desk] tend to classify themselves into groups and, finally, to appall him with their sameness. Here lies the danger of institutionalism, which must be avoided."

Actually the condition which afflicts circulation departments, while chronic and serious, can be cured. First, however, the symptoms of this organizational weakness must be examined.

As already implied, lack of clear division between clerical and professional work has a direct and adverse effect on the professionally-trained loan assistant and on the accomplishment of the circulation department. Too often such comments are heard as: the work is humdrum, mechanical, uninteresting; it offers no incentive. Professional assistants are frequently assigned to the loan desk and required to perform purely clerical tasks. If desk assistants are pressed for time, there is likely to be opportunity for nothing more than perfunctory and automatic motion from which no benefits are derived by either the loan assistant or the patron. The frequency with which even in normal times circulation depart-

<sup>6</sup> Works, G. A. "College and University Library Problems." Chicago, A.L.A., 1927, p. 80.

<sup>7</sup> Randall, William Madison, and Goodrich, Francis Lee Dewey. *Principles of College Library Administration*. Chicago, A.L.A., 1941, p. 128-29.

ment assistants request transfers to other departments to avoid monotonous, uninteresting work can be attested to by any librarian or library personnel officer. A year or more of library school is not required in order to check a call slip in a file of book charges, route it to the proper stack level, and record the charge. The routine nature of such purely mechanical operations is only matched by that involved in discharging the returned book when the loan assistant may not even have the pleasure of seeing the patron. Of course, issuing books is a necessary activity, but this should not occupy the full time or any portion of the time of the professional assistant. Dr. Branscomb observes truly that "while all librarians would agree that it is their duty to provide and circulate books needed in the courses of study, a good many of them are inclined to feel, if not maintain, that their responsibility along these lines ends with these activities."<sup>8</sup>

It must be emphasized that the head of the circulation department is not always responsible for these conditions. One must look further for the causes.

Why does this waste of talent which has such a demoralizing effect upon the staff still exist today? Perhaps the answer can be found in the attitude of the library administration, the attention of which is sometimes focused too closely on acquiring material and on cataloging the material acquired. Whether or not it is cause or effect, the fact must be pointed out that the head of a circulation department—one of the most important positions in the library—often ranks, professionally, below the heads of the acquisitions, catalog, and reference departments.<sup>9</sup>

It has also been observed that the lowest

minimum wages are found in circulation departments, as are the lowest maximum salaries,<sup>10</sup> and that the American Library Association, itself, recommends for the chief circulation librarian in the larger library, both a minimum and a maximum salary lower than the chief catalog librarian and the chief reference librarian.<sup>11</sup> A casual examination of conference agenda and of professional literature reveals a singular lack of discussion concerning the broader aspects of circulation department organization.

The circulation department's sphere of influence can no longer be bounded by the counter. The establishment of reserve collections, browsing rooms, undergraduate libraries, and other conventional devices to reach the students have been steps in the right direction but these efforts have not gone far enough. The circulation department is too conservative to meet the demands of the future. Its scope has been narrow, its interest too limited. The attitude of circulation department assistants is only one of the more evident manifestations that all is not as it should be.

#### *Remove Circulation Files*

A recommended step in raising the work level of the circulation department of the large library is the removal of the circulation files from their conventional location at or near the loan desk.<sup>12</sup> This will result in a number of advantages. Except for purely physical limitations, which can often be overcome by some adjustment or reconstruction, and except for the power of tradition, there is no logical reason why the file must be at the desk. Removal of the file is recommended for several reasons: It will

<sup>8</sup> Salary statistics compiled by William H. Clift and published by the A.L.A.

<sup>11</sup> *A.L.A. Classification and Pay Plans . . . v. 3, Universities*. Chicago, A.L.A., p. 32-36, 47-54, 65-72, 81-89.

<sup>12</sup> The circulation files at Sterling Library, Yale University, are in a separate room away from the circulation desk.

<sup>9</sup> Branscomb, *op. cit.*, p. 83.  
<sup>10</sup> The University of Illinois Library has overcome this objection by placing all service departments (circulation, reference, and twenty-three departmental libraries) under an associate librarian, responsible to the director.

lessen the mental obstruction the counter provides; work at the files will be relegated to a less conspicuous place where the work will be less audible; if the files are not at the desk, the tendency will be removed to have professional assistants working at them. Work should be done more effectively when the files are located in a room which has better lighting and more space. The files can be anywhere, provided they are near a conveyor or book lift and can be reached by pneumatic tube or other device. In new buildings after the war, the file room should be planned with good lighting, adequate ventilation, and suitable sound-proofing. All charging records should be concentrated there. The files can be constructed in a more convenient form than when they must conform to the features of the loan desk or to the limited space adjacent to it. If the files are extensive or are likely to become so, they can be arranged in the form of a horseshoe or be in semicircular fashion, low in front, high at the back edge—a "grandstand effect."<sup>13</sup> Separate compartments, each with level or horizontal bottom, would prevent the slips or cards from falling forward in spite of the inclined angle on which the files are built, for convenience in use. Seats or benches should be on wheels, so that they will move freely back and forth along the files.

#### *A Chief Filing Clerk*

All filing should be in charge of a chief file clerk who, in turn, should be responsible to a professional assistant in charge of service. Clerks are usually better at filing than are professional librarians.

Direct contact between public counter and filing center must be provided. This can be accomplished, when equipment is available, by direct (private line) telephone connection or one of the common interoffice

communication devices. Most of the obvious questions could be answered with simple notations made on the call slips by the file clerks, such as the earliest date a copy is likely to be returned or the location of another copy elsewhere on the campus. If the library usually has more than one copy of a book, there are arguments in favor of sending the call slip directly to the stacks. After this, if no copy is available, the slip can be sent to the filing center for checking. Separation of the semipermanent location charges from the constantly changing current circulation file cannot be discussed here. Microfilming the location file once or twice a year would be one way of saving space. Filing by the Keysort method, automatic filing by I.B.M. machines, and other methods for simplifying charging and filing processes have been given serious thought by several librarians and are in actual use in a few libraries. Several articles on this subject have appeared in professional literature.

At the circulation desk, an adequately trained clerk can examine call slips for accuracy and completeness and route them to the file room or stacks. In charge of all desk service there should be a professional assistant. A page could carry the books from the conveyor or lift to the charging desk, although this operation could be mechanized by installing a roller-equipped inclined "run" such as that in use in College Study, Columbia University, by which students return books used in the reading room. The professional assistant should be really free for those valuable contacts with students and faculty about which so much has been heard and he should handle all matters at the desk which would otherwise interfere with the mechanical operations of the clerks. Such a desk setup is subject to wide modification. A professional assistant could accept call slips or he could issue books. The point to keep in mind is the

<sup>13</sup> McHale, Cecil J. "An Experiment in University Library Circulation Files." *Library Journal* 56:427-28, May 15, 1931.

importance of assigning professional work to professional assistants.

Having realigned work to this extent, it should be possible to engage more actively in those beyond-the-desk activities which will become increasingly important. Reorganization of desk work should free professional assistants, at least in the large library, for work with the students. Assistants should be carefully chosen for this work because "contacts with patrons require much experience and a high degree of education as well as tact."<sup>14</sup> In smaller libraries, accepting call slips from patrons and charging books offer desirable contacts. Business firms have for many years realized the value of the receptionist with charm, personality, and intelligence who comes forward to meet the customer, bid him welcome, save his time and energy in dispatching his business, and make him feel that he and his problems are important and that his patronage is eagerly sought.

#### *Meet the Public*

The circulation librarian in the smaller library, the professional assistant in the larger organization, needs to come out from behind the loan desk and meet the student, anticipate his difficulties, and help him. If he receives friendly help or suggestions the first few times he comes to the library, he will soon feel as if he belongs there and will have the assurance and knowledge to help himself in the future. In addition, he will have a feeling of friendship in the library and a desire to come in of his own accord, not just when he has to complete an assignment. One assistant might be an undergraduate counselor to whom freshmen and sophomores would be referred for advice on their reading problems. Such an assistant would be more than a readers' adviser, for he would provide the liaison

between the library and instructors, coordinating assignments with available material. His authority would cut across all divisions of the department and, through the circulation librarian, would recommend the purchase of new or additional material and see that photostat or microfilm reproductions (with due regard for copyright restrictions) were provided if needed. He might organize undergraduate tours and train the guides and conduct or participate in film forums now coming in for some discussion.<sup>15</sup> The upper classman, the graduate student, and faculty member also need library guidance.

The activity of the circulation department need not conflict with the work of the reference department. While no blueprint for details of organization is provided here, it seems logical for the circulation department to advise on all reading problems connected with class assignments and recreational reading and to keep in close contact with library needs of graduate students and faculty members. The reference department would perform its usual function of aiding persons who apply for information but would not project itself into teaching departments or student activities. Readers' advisory service could be under the jurisdiction of either the reorganized circulation department or the reference department. Information gained by the former, through its direct contacts about the campus and with the students in the library, should be made available to all library officers. Such information should be presented to the chief librarian for discussion at regular meetings of library administrative officers.

The circulation librarian, having reorganized his department, has other essential duties. He must keep in close contact with campus activities. He should know

<sup>14</sup> Brown, Charles Harvey, and Bousfield, Humphrey Gambier. *Circulation Work in College and University Libraries*. Chicago, A.L.A., 1933, p. 41.

<sup>15</sup> "Educating Civilians for War and Peace through Library Film Forums." *Journal of Consulting Psychology* 7:280, 1943.



the officers of the institution and as many individual faculty members as possible. He should confer with them and be familiar with their teaching plans and methods and know their special interests. He should see that they know what the library has to offer. Suggestions should be encouraged. By means of developing, with the faculty, orderly assignment programs, the sudden, unexpected onslaught of large classes can be avoided. Normal peak demand periods likewise can be anticipated. This is not an idealistic and impossible accomplishment under the proposed plan of reorganization, although the circulation chief must be free from routines to carry out such a program.

No brief is presented for any specific form of development for the circulation department. Details of organization must be contingent upon local conditions and needs. Some plan such as that advanced by the McDiarmids might be adapted from their principle of "line and institutional activities," based on the functional organization of the public library.<sup>16</sup> Certain modifications of the divisional reading room plan advocated by Dr. Ellsworth might be applied in some libraries.<sup>17</sup> Once the reorganization of circulation work is accomplished, the way will be clear for the realization of many plans which, because

of inherent organizational weakness, could never succeed in the past.

The foregoing suggestions also apply to the small library. Circulation work may be done by one professional librarian and one or two assistants, but the principle is the same. No physical rearrangement of the files may be necessary or possible, but the librarian should free herself of as many clerical tasks as she reasonably can and should devote her attention to over-all supervision and contacts with students and faculty, leaving the clerical details to well-trained clerks.

Such appellations as "loan" or "circulation" applied to the reorganized circulation department would become misnomers, for issuing books, while an important activity, would be but one phase of the expanded program. A more appropriate designation would be "public service" or "public relations" department.

Until a long-due reorganization takes place, loan assistants are going to complain and the library will continue placidly to waste some of its best professional talent. When the circulation department is developed to its full possibilities, recruiting for loan work will no longer be the problem it is now; the present waste of professional ability will cease; the "public service" department, its work finally organized into clearly defined professional and clerical activities, will be ready to meet its future responsibilities.

<sup>16</sup> McDiarmid, John, and McDiarmid, E. W. "An Approach to the Problems of Library Organization." *Library Quarterly* 9:133-44, April 1939.

<sup>17</sup> Ellsworth, Ralph Eugene. "Colorado University's Divisional Reading Room Plan." *College and Research Libraries* 2:103-09, March 1941.

## University Library Charging Systems

*The authors, who are respectively librarian and head of the circulation department at the University of Tennessee Library, considered their subject at the request of the editors of College and Research Libraries.*

THE PRESENT PAPER on university library charging systems took its rise largely from the following questions: What problems do the libraries face? What solutions have been adopted? What devices are still untried? What can be recommended to the libraries which are seeking relief? The authors have attempted to answer these questions, excepting the last, and suggest that a "line of reasoning" be substituted for specific recommendations.

A close analogy can be drawn between university libraries, with their currently inadequate charging systems, and the philosopher who was unable to do complete justice to his subject "tolerance" because there was a fly buzzing about the room. It is obvious to us that the philosopher might well have interrupted his lofty thinking long enough to swat the fly. Primarily, the purpose of this paper is to present a special plea for the case of university charging systems and to urge that serious attention be given to the correction of a small but troublesome problem which has already been tolerated too long. Although this article will attempt to list recent innovations in charging devices, it will by no means attempt to describe all the standard charging practices which have been long established and are well known to librarians.

No effort is being made to present here arguments for the desirability of reducing the amount of routine work connected with charging and discharging a book. This subject has been treated fully in the articles cited in the footnotes and can be summarized as: consideration of the borrower's time; lower costs through reduced clerical procedure; speeding up charging and discharging in order to make the file a more accurate record; and allowing circulation assistants more time for work of a professional nature.

The principal objection to charging systems in use at most university libraries is that they require too much writing on the part of the borrower. Where any very great consideration is given the reader, it usually has meant merely a transfer of his work to the staff. Of the two situations the latter is much to be preferred, but neither is very satisfactory. Ideally, there should be no writing necessary on the part of either reader or staff beyond the necessity of recording the reader's identity in connection with the withdrawal of a particular book. If the ideal of no writing cannot be attained, then the idea of the minimum should be pursued. Most college students seem to prefer signing their names to the alternative of constantly carrying a reader's card to which a particular number has been assigned. Except for those university libraries which are in large cities and which have a very large number of students, where identification becomes more important, the librarian may logically consider the minimum amount of writing in connection with the circulation of a par-

ticular book to be the borrower's signature and no writing at all on the part of the staff. Library science should be satisfied with nothing short of this simplified process, long since adopted by very small libraries, which actually requires merely the borrower's signature on the bookcard. The bookcard is filed variously—sometimes by class number, sometimes by borrower, and sometimes by date due. The file of books out is so small that any of the three circulation questions—where is the book, what books are overdue, and what books does a particular reader have—can be answered by running through the entire file without consuming enough time to label the system inadequate. The amount of circulation in a university library and the necessity of having a two-way check on the books automatically eliminate certain public library solutions of the problem, such as charging on microfilm,<sup>1</sup> which might otherwise prove helpful.

The university circulation problem is further complicated by the fact that so many of the books are housed in the stacks, thus requiring the reader not only to identify himself with the circulation of a particular item but also making it necessary for him to describe the book by means of a call slip before it can even reach the point of being circulated. In some large libraries where a majority of the books circulated are shelved in the stacks, this problem is so great that it becomes the major one involved and has been attacked, quite properly, from the point of view that a call slip rather than a charging card constitutes the necessary minimum of writing. No better illustration can be given of this method of approach than that of Mr. Kilgour's solution to the problem by means of the key-sort call slip, which eliminates the necessity

of any further writing on the part of the reader and requires no writing on the part of the staff.<sup>2</sup> His solution has the further advantage of supplying the necessary two-way check on books out but requiring only one card to be filed. The key-sort system, however, breaks down when the reader decides to take a book from the open shelves or when he collects his own material from the stacks, which is often the case with upperclassmen, honors students, graduate students, faculty members, and even the library staff itself; for it is not very satisfactory to force the reader to fill out call slips for books he already has in hand. This is not a theoretical fault but a very real one and has constituted the basis for most of the criticism offered by the faculty and students where the system has been adopted. With the increasing growth of divisional reading rooms and the consequent increase in the number of books placed on open shelves, the key-sort system, while almost ideal for some large research libraries, has little to offer most university libraries. Some libraries may also find an answer to the problem in the use of business machine equipment,<sup>3</sup> which affords a single file record with possibilities of sorting from any approach desired. Here again the call slip is used and is punched to indicate the date due and to obtain other information which is wanted. This is an expensive process, however, and would seem to be suitable only for the largest libraries.

Mr. Rogers, at the Columbia College Library, worked out a device<sup>4</sup> whereby the key-sort principle is applied to the use of bookcards rather than call slips. Since this

<sup>1</sup> Kilgour, F. G. "A New Punched Card for Circulation Records." *Library Journal* 64:131-33, Feb. 15, 1939.

<sup>2</sup> Parker, Ralph H. "The Punched Card Method in Circulation Work." *Library Journal* 61:903-05, Dec. 1, 1936.

<sup>3</sup> Pratt, E. C. "International Business Machines' Use in Circulation Department, University of Florida Library." *Library Journal* 67:302-03, Apr. 1, 1942.

<sup>4</sup> Rogers, R. D. "A Charging Pocket Solution for Overdues." *Library Journal* 66:1072-74, Dec. 15, 1941.

<sup>1</sup> Pragan, Otto. "Photographic Charging of Books." *Library Journal* 68:1059-60, Dec. 15, 1943.

Shaw, Ralph R. "Reducing the Cost of the Lending Process." *A.L.A. Bulletin* 33:504-10, Oct. 1, 1941.

allows for a one-card, two-way charging system employing a bookcard instead of a call slip, it is, theoretically at least, nearer the ideal minimum described above than anything which has yet come to the attention of the authors of this paper. But even this plan has certain drawbacks: since the bookcards are placed in key-sort pockets and then filed into the charging trays, the central file becomes approximately three times as large as would be the case if only the bookcard went into the file. For such a relatively small file as the one in Columbia College Library this is no great factor; but many university files are already so voluminous that several assistants are required to cover them adequately at busy periods, and anything which would triple their size becomes impracticable. Moreover, the number of cards in the main file is likely to grow as more and more libraries decide to consolidate all records, such as bindery, reading room, extended loans, lost books, and catalog department charges, with the regular loans to students. Experiences with the use of location cards in the catalog have not been very fortunate, and the desirable practice of keeping the open-shelf collections constantly changing, thus making location stamps on the catalog cards less desirable, tends to force even more cards into the main file.

### *Tab Systems*

There are two types of tab systems which are in use in university libraries. One of these consists of placing protruding metal tabs<sup>5</sup> on the tops of bookcards. The principal objections to this are that the tabs work loose and fall off, that they make reference to the file a very cumbersome process, and that they make filing an extremely tedious procedure. In the other tab system<sup>6</sup> the tab forms a part of the card

itself, with the date due printed on the tab. Since in this scheme the card involved is actually a call slip rather than a bookcard, it constitutes a substitute for the key-sort card and shares its advantages and disadvantages. The disadvantages are perhaps somewhat greater, however, as the date due is fixed when the call slip is filled out at the catalog. Should the book prove to be one requiring anything other than the regular loan, another call slip must be filled out in its place, and there is less flexibility generally in its successful adaptation to the varying loan lengths and reader categories.

Since none of the methods described has proved satisfactory for university libraries in general, the difficulty of making specific recommendations regarding the adoption of any circulation system now in existence should be apparent. One suggestion, however, can be offered: the first factor to be determined before deciding upon a new system is whether a call slip or a bookcard should be considered the desirable minimum; that is, whether most of the charges will be paged from the stacks or taken from the shelves (stack or open) by the reader. If a call slip must be made out for most of the books, the key-sort or punch-card type of system may be used, thus reducing the amount of writing for a majority of the borrowers at least. Many libraries, however, will find that the greater number of their charges are from open shelves or open stacks and that, consequently, a bookcard must be considered the desirable minimum. It is these libraries which are faced with a specific problem needing a rapid and satisfactory solution, i.e., how to get overdue out of a classed file. Actually, there is no real reason for clinging to the idea that

*(Continued on page 57)*

<sup>5</sup> Helen, Sister. "Simplified Records for a College Library." *Library Journal* 66:201-03, Mar. 1, 1941.

<sup>6</sup> Hood, J., and Lyle, Guy R. "A New System of

Book Charging for College Libraries." *Library Journal* 65:18-20, Jan. 1, 1940.

Lynn, C. L. "We Do It This Way." *Catholic Library World* 12:190-91, March 1941.



## Modern Authors in New England College Libraries

*Librarians, Friends, and others interested in contemporary and near-contemporary authors will find below information as to some existing accumulations of the works of such authors.*

FROM THE THREE SURVEYS published in the *Library Quarterly*, "Notable Materials Added to American Libraries . . .," covering the years from 1938-41, we learn that several college and university libraries, especially those at Southern California, Yale, and Dartmouth, have been acquiring first editions of modern American and English authors, some of which may or may not later seem of importance.

It was felt by the writer that a census of such collections might be of value to scholars as well as to libraries not wishing to duplicate holdings in nearby academic institutions. To secure information about these items from all college libraries in the United States, however, would have been in present circumstances an impossible task. It was decided, therefore, to prepare a census covering New England and the authors whose most notable work has appeared in the period since the beginning of World War I. This date was chosen to fit the classification used in the Dartmouth College Library, a classification adopted not long since as best fitting the needs of the English department. As a result of the use of this scheme, descriptions of several collections reported from the colleges are not included here. The names of Katharine

Lee Bates, Kenneth Grahame, Caroline Hazard, Maurice Hewlett, Arthur Machen, George Herbert Palmer, Vida D. Scudder, George Bernard Shaw, Stanley Weyman, Edith Wharton, George Woodberry, and W. B. Yeats are among those omitted.

A questionnaire was sent to thirty of the larger New England college libraries. Replies were received from all but three of these. The libraries were asked to report in each case:

1. Number of printed items
2. Number of manuscripts and typescripts
3. Whether it was a gift or purchase
4. Whether additions were being made
5. Whether it included other material, such as articles about the author, photographs, clippings, and letters.

Answers were also sought to the following questions: Are such collections kept separately or with other rare books or simply located in the stacks? What were the prime reasons for making these collections and what use is being made of them at the present time? The librarians were also asked, if they did not have such holdings, to suggest the names of some modern authors whose works they would be glad to acquire if funds were available. Such data as were submitted and are significant are reported below.

Fifteen of the libraries, *i.e.*, Amherst, Bennington, Boston College, Bowdoin, Clark, Connecticut, Maine, Massachusetts Institute of Technology, New Hampshire,

Norwich, Simmons, Smith, Trinity, Tufts, and Wesleyan, reported that they had no such collections. One or two felt that it was not in the province of small libraries to gather such material. Others stated that they would be glad to secure it, but were prevented by the lack of funds.

In the libraries that told of holdings, seventy-nine modern American and English writers are being collected. Among authors, Edwin Arlington Robinson leads, with collections in six institutions, and Robert Frost comes second, with material in five institutions, so that these two authors apparently possess rather general appeal. Of the rest, some are collected for special reasons, such as that the authors are graduates of the colleges reporting. Colby has collected the works of five authors primarily because they are Maine people. Mount Holyoke reports that it has laid special emphasis on women writers, and Wellesley, on modern poets. It should be said that Wellesley has begun some collections which are not mentioned in this survey because the number of items represented was considered too small.

#### *Holdings Reported<sup>1</sup>*

Conrad Aiken. *Harvard*: 88C, 18E, 3FK; *Wellesley*: 5C.  
Winifred Ashton (Clemence Dane): *Mount Holyoke*: 20C.  
Leonard Bacon. *Wellesley*: 19C, 3J, 2L.  
Enid Bagnold. *Mount Holyoke*: 5C.  
Stephen Vincent Benét. *Yale*: A, G, K.  
William Rose Benét. *Wellesley*: 9C, 1E, 1J.  
Kay Boyle. *Mount Holyoke*: 3C.  
Gamaliel Bradford. *Harvard*: 20C, 22H,

9000L (by or about him), 3600 volumes from his library.

Anna Hempstead Branch. *Wellesley*: 5C, 2E, 4L.

Katharine Brush. *Mount Holyoke*: 8C.

Witter Bynner. *Harvard*: 45C, 2E; *Wellesley*: 7C.

James Branch Cabell. *Yale*: A, K.

Erskine Caldwell. *Dartmouth*: 85C (including periodical "firsts"), 10J. *Mount Holyoke*: 19C.

Willa Cather. *Middlebury*: 21C, 3L; *Mount Holyoke*: B, 17C.

Robert P. Tristram Coffin. *Wellesley*: 6C.

Florence Converse. *Wellesley*: 15C, 1E, 2J, 6L.

A. E. Coppard. *Yale*: 30C.

E. E. Cummings. *Harvard*: Considerable C and E.

Olive Dargan. *Wellesley*: 5C, 6L.

Walter de la Mare. *Wellesley*: 14C, 1E, 1L.

Clarence Day. *Yale*: A, many L and reproductions of L.

John Dos Passos. *Mount Holyoke*: 15C.

Norman Douglas. *Dartmouth*: 38C, 3E, 1J, 60L.

T. S. Eliot. *Harvard*: On deposit, A, many E (some unpublished), 300L; *Wellesley*: 8C.

William Falkner. *Mount Holyoke*: 18C.

Rachel Field. *Radcliffe*: A.

Dorothy Canfield Fisher. *Vermont*: D.

John Gould Fletcher. *Yale*: A, H.

Robert Frost. *Brown*: D; *Dartmouth*: 29C, 5E, 5L; *Harvard*: 31C, 1E; *Middlebury*: 22C, 1J, 7L; *Wellesley*: 16C, 2E, 6L.

Wilfred W. Gibson. *Wellesley*: 16C, 2L.

Ellen Glasgow. *Mount Holyoke*: 18C.

Abbie Carter Goodloe. *Wellesley*: 6C.

Hermann Hagedorn. *Wellesley*: 7C, 3L.

Ernest Hemingway. *Mount Holyoke*: 13C; *Yale*: A, K.

Joseph Hergesheimer. *Yale*: 39C, D.

Langston Hughes. *Yale*: A, large collection of E, K.

Grace Humphrey. *Wellesley*: 16C.

Aldous Huxley. *Dartmouth*: 102C (by and relating to)

Rufus M. Jones. *Colby*: 98C (first editions and reprints), 1E, several L, M.

James Joyce. *Harvard*: 17C, ms of the *Portrait of the Artist as a Young Man*.

Ring Lardner. *Harvard*: 21C.

T. E. Lawrence. *Dartmouth*: 64C, K.

<sup>1</sup> Explanation of Symbols

A—All published works

B—Collected works

C—Printed items

D—Practically all printed works

E—Manuscripts

F—Volumes of manuscript notes

G—Several manuscripts

H—Manuscript notebooks

I—Typescripts

K—Miscellaneous material about author

L—Letters

M—Several magazine articles

N—Corrected proofsheets

- William Ellery Leonard. *Boston University*: A.
- Sinclair Lewis. *Mount Holyoke*: 23C; *Yale*: A, 10E (novels), H, K.
- Vachel Lindsay. *Harvard*: 35C, 17L; *Wellesley*: 17C, 2L.
- Amy Lowell. *Harvard*: 45C, B (poems and articles in magazine form), 4E, 11J, K; *Wellesley*: 19C, 3J.
- Archibald MacLeish. *Harvard*: 23C, 4E.
- John Masefield. *Harvard*: D, 40E, many L; *Wellesley*: 29C, 10L.
- Edgar Lee Masters. *Wellesley*: 12C, 1L.
- Somerset Maugham. *Yale*: 50C, 22E.
- H. L. Mencken. *Dartmouth*: 165C (by and relating to), 5J, 35L.
- Edna St. Vincent Millay. *Brown*: C (practically all); *Colby*: 20C, K; *Middlebury*: 16C, 1J, 1L; *Wellesley*: 19C.
- Merrill Moore. *Harvard*: 9C, 3E.
- Brookes More. *Wellesley*: 6C, 1E, 1J, 1L.
- Charles Morgan. *Yale*: 9C, 1E.
- Christopher Morley. *Harvard*: 58C and K; *Yale*: A, 2E; *Wellesley*: 3C, 4J, 1L.
- Alfred Noyes. *Wellesley*: 12C, 1J.
- Eugene O'Neill. *Yale*: A, many E and K.
- Oliver Onions. *Harvard*: 41C.
- Katherine Anne Porter. *Mount Holyoke*: A (except one).
- Kenneth Roberts. *Colby*: 18C, several L, K; *Dartmouth*: 28C, 1J (deposit).
- Edwin Arlington Robinson. *Colby*: 400C (by and about), 15E (poems), 1H (Greek translations, unpublished), 300L and K, N, 200 volumes from his library; *Harvard*: 110C, 1400L; *Middlebury*: 22C, 18L; *Wellesley*: 21C, 5L; *Williams*: 146C, 7E and J, K, 18L, 3N; *Yale*: A, B, K, 50L.
- Agnes Rothery. *Wellesley*: 8C.
- Ruth Barr Sanborn. *Radcliffe*: A.
- Carl Sandburg. *Wellesley*: 5C, 1J.
- George Santayana. *Dartmouth*: 13C; *Wellesley*: 5C, 4L.
- Dallas Lore Sharp. *Boston University*: A.
- Gertrude Stein. *Yale*: D, 1E, 250J (with corrections), G (deposit), K.
- John Steinbeck. *Harvard*: 59C, E (unpublished), 16L; *Mount Holyoke*: 13C.
- Ruth Suckow. *Mount Holyoke*: 8C.
- Sara Teasdale. *Wellesley*: 16C, 2L, 100 books from library; *Yale*: D, many E and L.
- H. M. Tomlinson. *Yale*: 125C, 50E, K.
- Rebecca West. *Mount Holyoke*: 14C.
- Thornton Wilder. *Yale*: A, 1E, K.
- Ben Ames Williams. *Colby*: 33C, 1E, several L, K.
- Henry Williamson. *Dartmouth*: 40C (by and about), 1J, 20L.
- Thomas Wolfe. *Harvard*: A, 1E (*Look Homeward, Angel*), documents and L relating to *Of Time and the River*, mss of undergraduate plays.
- Virginia Woolf. *Harvard*: Considerable C and E; *Mount Holyoke*: 26C.
- Elinor Wylie. *Wellesley*: 7C.

Of the materials reported, nearly all came to their institutions by gift. Colby and Dartmouth have secured all but one of theirs in this manner. Middlebury, however, has bought all the books in her four collections. Mount Holyoke's growing accumulations also have been received by purchase. Brown, too, has bought and is buying all printed items by American poets for its famous Harris collection. Harvard has purchased one collection and part of another. Three of Yale's collections came "from various sources." In most instances, the exceptions being those at Mount Holyoke and the University of Vermont, the materials have been segregated.

The University of Maine raises several interesting points. One Maine library, it is reported from there, makes an effort to obtain for stack use editions not marked "first editions" on the verso of the title page. This is on the ground that books so marked, in the mind of the general public, are valuable and, therefore, are apt to be stolen. Specific questions are whether library collections of first editions should conform to the standards of the book collector and have uncut pages, dust jackets, and no library markings; whether librarians and scholars really should be actively concerned about first editions. One point not to be forgotten here is that later editions often vary in text from the first as is true in the notable case of Melville's *Typee* and

that scholars often want to see first editions with the exact text as it went to press for the first printing.

Another point raised at Maine is "that the majority of books printed since 1870 will have a relatively short life-span compared to their predecessors." If, therefore, first editions are to be acquired, cannot writers, publishers, and librarians agree upon a better product of book making, to the end that at least a limited number of copies may be produced on durable paper for libraries and book collectors?

Practically all the collections reported have been secured for research purposes. Middlebury's reply regarding this, however, possibly indicates another aim: "Our main reason for collecting these modern authors is because they seem to us representative of the best today in modern American literature, and our Abernathy library is a library of American literature." Nearly all the libraries also are making additions to their collections.

A number of authors whose works are not represented in any New England collections were suggested by various librarians as worthy of being secured. Although only five librarians answered the question relating to this, the following writers were mentioned: Léonie Adams, Louis Adamic, James Truslow Adams, Hervey Allen, Sherwood Anderson, W. H. Auden, Charles A. Beard, Brian O. Donn-Byrne, Kenneth Burke, Van Wyck Brooks, Pearl S. Buck, Henry S. Canby, Mary Ellen Chase, Hart Crane, Cecil Day Lewis, Theodore Dreiser, E. M. Forster, Constance Holme, Robinson Jeffers, D. H. Lawrence, Ludwig Lewisohn, Katharine Mansfield, Lewis Mumford, George Jean Nathan, Donald C. Peattie, William S. S. Royan, the Sitwells, Upton Sinclair, Stephen Spender, Booth Tarkington, Carl Van Doren, Hendrik Willem van Loon, Wallace Stevens, Mary Webb, Edmund Wilson, A. Yvor Winters, Hugh Walpole, and William Carlos Williams.

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## University Library Charging Systems

*(Continued from page 53)*

there must even be a card involved, but the present authors lack the imagination to suggest a suitable substitute.

Since the problem is thus reduced to one of finding a suitable sorting device, possible solutions begin to present themselves; for example, a mere pencil mark placed on the bookcard would permit sorting by means of a photoelectric cell, or a small non-protruding steel clip would allow for sorting by means of an electro-magnet. To these could be added other devices evolved from fundamental physical principles, but at this point the problem should be turned over to technicians who will probably have

to be found outside the profession. The time for calling upon such technicians for assistance is long overdue. Some library supply houses have set up research bureaus, the interest and activity of which should be solicited. Expert council should be sought, and a satisfactory solution would be well worth the expenditure of the necessary funds. For this reason it is strongly urged that the Association of College and Reference Libraries take formal action, not to investigate the problem, but to seek a satisfactory solution by means of perfected mechanisms adaptable to the types of libraries involved.



By MARY D. HERRICK and N. ORWIN RUSH

## Early Literary Societies and Their Libraries in Colby College, 1824-78

*Mr. Rush is librarian and Miss Herrick is head cataloger at Colby College.*

ON JUNE 19, 1820, the first legislature of the new state of Maine passed an act empowering the trustees of the Maine Literary and Theological Institution<sup>1</sup> to confer such degrees as are usually conferred by universities established for the education of youth. As was true with most institutions of higher education during this period, great stress was laid upon religion. The first extracurricular organization formed by the students was the Philalethian Society, the object of which was to "secure religious information, discuss practical topics in Christian living, and afford mutual sympathy and restraint." Nearly all the students were connected with this religious society, but apparently it did not long provide enough outlet for the energies of the students of the young college, for in a short time they gathered to organize a literary fraternity.

The students justified this organization upon the grounds that its purpose was to be "the improvement of the mind in the arts and sciences, which requires zealous and active exertion." They asserted further:

Men eminent for their attainment in knowledge have risen to distinction by industry and application. The man who seeks for reputation or celebrity in his pursuits, or looks with a longing eye to a conspicuous place on the

hill of science, or desires even moderate attainment, must imitate the labors of those who have studied with success. Desirous of improving every opportunity and of embracing every expedient method to enlighten our minds with useful knowledge, convinced of the high importance and sensible of the benefits which result from combined influence and efforts, we hereby agree to associate ourselves together for improvement in literary and scientific attainment.

At the second meeting of the Literary Fraternity on the tenth of March 1824 a code of by-laws was drawn up, of which article eleven reads:

On the Tuesday evening immediately preceding the annual exhibition of the junior class of the college, the society shall hold a special meeting in the College Chapel, which the faculty, the students of the college, the gentlemen and ladies of the village shall be invited to attend. The exercises of the meeting shall be the following, viz.: an oration and a written deputation. The subject of the declamations shall be assigned by the society at their first meeting of the spring term.

The subject chosen for the first oration was "The Necessity of Diligently Studying the Great Principles of Science." The subject of the deputation was "Will It Be Expedient for the United States to Interfere with the Concerns of South America Should She Be Invaded by the Holy Alliance?"

The constitution provided for the office of librarian, with duties as custodian of the books and administrator of the reading room clearly defined. He was later to receive a

<sup>1</sup> The name of Colby College from its founding to Feb. 5, 1821.

yearly salary of ten dollars for his services. Provision was also made in the by-laws for the treatment of overdue books. Members were charged five and one-half cents weekly for each duodecimo or smaller volume kept after three weeks but were charged twelve and one-half cents for larger volumes.

#### *Activities of Fraternity*

The Literary Fraternity immediately became known for its debates and its library. The weekly meetings were conducted with much vigor, and a valuable collection of books was accumulated from the fees and assessments of its members. The organization held public meetings, brought famous men to the campus, and managed commencement programs and the college paper. For many of the young men who came to college from remote farms and tiny villages, the society opened a vista of the outside world that was indeed an inspiration and a challenge. However, in 1835 a group of students became dissatisfied with its methods and formed a new society known as the Erosophian Adelphi Society. The founding fathers of this branch leaned a little more toward the social side. This, no doubt, was part of the general trend which resulted in the organization of the type of fraternity we have in our colleges today.

It was a privilege to be a member of the Literary Fraternity, as may be inferred from the strictness of its laws and the fact that they were enforced with regularity. All members were expected to take part in the meetings, incurring a fine if they failed to do their share. Absence and tardiness at meetings were frowned upon. In 1830 a member was fined six cents for being late. Twelve and one-half cents was the sum exacted for an unexcused absence. One member, conducting himself in a disorderly manner during a meeting in 1834, was fined twenty-five cents. In 1832 six and one-fourth cents was the penalty for nonappear-

ance at the debates. For many years the majority of the members took their responsibilities with a deep seriousness. It must be admitted, though, that some of the members slipped occasionally in their duties. At one of the meetings the treasurer and the librarian both failed to appear to present their reports, and it was voted to fine them twenty-five cents each.

Rebukes to members were sometimes gentle but pointed, as in 1862, when it was voted "to invite Mr. Sawtelle . . . to attend to his duty of opening the reading room." A committee which served to take care of one of the reading rooms, usually faithful, slipped once. The secretary records in April 1857 that it was "voted that the two remaining members look up the third and report at the next meeting if he exists." Evidently he was in secure hiding, for a new member was appointed.

#### *Topics of Debates*

It is of interest to note that the society members debated live topics. In 1832 the subject for discussion at one meeting was "Is It Probable That the United States Will Retain Their Present Form of Government for a Half Century?" The vote was ten in the affirmative and five in the negative. (It would be interesting to speculate what these five believed. Were they early Socialists or possible diehard Tories?) One night the question before the house was "Ought the Government of the United States to Compel South Carolina To Submit to Its Laws, Provided All Other Means Prove Ineffectual?" It was decided in the affirmative, twelve to seven. The next week the question decided in the affirmative was "Ought Congress To Interfere in the Abolition of Slavery?"

Not all of the topics presented at the literary societies were of a political nature, however. As early as 1834 the problem of extracurricular activities at Colby had

arisen. "Is It Advisable for Students in College to Enlarge the Circle of Their Acquaintances?" was proposed and decided negatively fourteen to ten. "Is the Reading of Fiction Works Beneficial?" called forth a spirited discussion. A margin of one vote in the negative upheld the nonfiction element. "Ambition as a Principle Which Ought To Be Cultivated in the Human Heart" was denied by the overwhelming majority of twenty-two to four. That education should be by textbook alone was a theory upheld when the members met to discuss "Ought a Student To Devote Much Time to Reading During His College Course?"

Mingled with the truly worth-while subjects of discussion are many which are lighter and more amusing. Interest in the opposite sex is apparent from the following topics—"Resolved That Persons Courting Should Not Sit Up with Their Sweethearts after Eleven O'Clock in the Evening," and "Are Mankind Bound To Engage in Matrimony?" It is surprising that six hardy souls voted in the negative on this latter question, but they were in the minority. Two years before, in 1841, the members debated "Ought There To Be a Change in the Occupations of the Female Sex?" Again conservatism won, eleven to five. In 1860 a *no decision* verdict was given on whether "Old Bachelors Who Are Such from Choice (Ought To) Support Old Maids Who Are Such from Necessity." They did not wholly overlook the sterner aspects of life, however. A lengthy debate that aroused fierce opposition was whether "The Study of Heathen Mythology Is More Pernicious than the Reading of Novels." The novel-reading element lost by one vote.

As implied, however, the society meetings were of a decidedly serious nature. One of the outstanding acts of the society was to bring Ralph Waldo Emerson to the

campus. He made two visits to the college, the first in 1841 and later in 1863. His first visit was the occasion of the famous oration, "The Method of Nature." On his second visit in August 1863 the country was in the midst of the Civil War and the college group was greatly depleted. To the small number remaining, Emerson spoke on "The Man of Letters." The closing passage made a deep depression upon his listeners, many of whom would be shortly in the service of their country. It ran:

I learn with joy and deep respect, that this college has sent its full quota to the field. I learn, with honoring pain, that you have had your sufferers in the battle. . . . The times are dark but heroic. . . . Who would not, if it could be made certain that the new morning of universal liberty should rise on our race by the perishing of one generation, who would not consent to die?

#### *Rivalry between Societies*

Throughout the existence of both the Literary Fraternity and the Erosophian Adelphi Society their programs were almost identical, and naturally enough there was a great amount of rivalry between the two societies. The records show that in 1840 a resolution was offered by the newly-formed Erosophian Adelphi Society "that a Mr. Horatius Wheeler be considered a member of the Erosophian Adelphi and further resolved that the Literary Fraternity have transcended the bounds of courtesy in claiming him as a member of their society. Voted: That a copy of this resolve be handed to Mr. Wheeler and also to the president of the Literary Fraternity." As time went on, however, cordial relationships between the societies became the rule rather than the exception, and we soon find them occasionally holding joint meetings.

The rivalry between the two societies in regard to their respective libraries was clearly shown in many respects. The older society had a greater number of volumes, as

might be expected. Feeling that this matter should be remedied, in 1843 the librarian of the Adelphi urged all members to contribute any books they might have to the society's collection. His rather caustic reference to the worth of the rival society's volume is worth recording. "Although our library is more valuable than that of the Literary Fraternity, fifteen hundred sounds much better than one thousand, notwithstanding the fact that the extra five hundred may be made up of antique spelling books."

Because of the importance and use of the libraries, the records of both societies abound in reference to them. As early as the third meeting of the Literary Fraternity, it was voted that the standing committee be instructed to make inquiries relative to some literary publications and to report at the next meeting. This privilege of selecting the volumes wanted and needed at the very start was an excellent beginning. Many such libraries too often had their origin with discarded volumes from personal libraries. However, gifts were not unappreciated, for in the minutes of the fourth meeting, Apr. 2, 1824, it was voted to extend a note of thanks to the president of the college, a teacher, and a tutor for their donations to the library.

#### *Support of the Library*

The importance of a good library was deeply felt by the majority of the members, as shown by the minutes of the secretary for Oct. 13, 1824, when it was voted to raise, by a tax on the members, the sum of three hundred dollars (to be paid in instalments over a period of three years), for the purpose of increasing the library. This three hundred dollars was to be spent with the bookseller allowing the best discount. Mr. Hastings, a local bookseller, was first consulted. He agreed to furnish the books at 35 per cent discount. The committee

chosen to visit the booksellers in Hallowell reported that "Mr. Lane of that city would furnish books to the amount the society wanted at forty per cent discount, and receive his payment by three instalments as the society proposed." The books were purchased from Mr. Lane. The Literary Fraternity not only showed shrewdness in saving money but in raising money as well. On Oct. 23, 1824, the society heard the following report of the committee who called on the faculty for donations, viz.: That each of the professors subscribed five dollars to be paid in books or cash, and the president ten dollars for which he gave an order on Mr. Wm. Hastings. The next action regarding an amount to be raised is recorded in the minutes for Mar. 21, 1835: "Resolved, That the members of the society raise by subscription the sum of four hundred dollars for the benefit of the library."

The library funds over a period of years grew slowly, augmented by the subscriptions received. Faculty members were a constant help and support, each year giving generously to the library. In 1853 an ambitious program was inaugurated to raise funds to increase the book collection. Agents were appointed to solicit funds "from gentlemen of the river towns as far as Wiscasset." Purchases resulting from these solicitations included Gibbon's *Decline and Fall of the Roman Empire*, *The Conquest of Peru* by Prescott, Headley's *Washington and His Generals*, and the works of Cicero. The librarians of the society felt some guidance necessary in the choice of books, as may be seen from this excerpt from the report of 1851:

We suggest in making additions to our library we confine ourselves as much as possible to standard works and when we do purchase popular works such as *Ik Marvel's Works*, we content ourselves with one or two from each author—enough to enable us to form



some ideas of the author's style—and the general merits and demerits of his writings. When we have read one or two volumes of such writings we generally know the whole, and when the gilt is worn off from the backs of such we have lost the most valuable part (for a public library, at least). That is to say, their greatest merit in a public library is *show*.

Nine years later, however, the librarian mentions the need for increasing the department of modern poetry and "lighter sorts of reading."

The members themselves were sometimes slow to offer additions to the collection and needed a bit of jolting, which the librarian proceeded to administer in a report such as that of 1857. He remarked, "We can but hope and pray that Providence will increase the number of our benefactors . . . and thus replenish our Library, if we are disposed to do nothing for ourselves." Only a few years earlier, however, a complacent librarian reported to the society that the general appearance of the collection was excellent with every shelf "filled to crowding." Sometime later another librarian presented a dreary picture in his report to the members: "The library is piled up where it was at the beginning of the term and is nothing more and but little less than it has been for some time. In some parts of it the sharp-toothed worm is busy at work at his innocent pastime, gnawing away the musty calves' skins to discover the lore within. We have tried hard to check their ravages by taking down and overhauling the books, but this only enrages them and stimulates them to their depredations with renewed energy."

#### *Fees Used for Library*

In 1859 the initiation fees of the society began to be devoted to the use of the library, an innovation welcomed by the librarian. A catalog of the library was compiled in 1852 and showed eighteen hun-

dred volumes arranged by the following classes: biography; journals, voyages, and travels; history; belles lettres; poetry; periodicals; general science; theology; classics; and miscellaneous.

Early in the beginning of the administration of the Adelphi Library, there arose the need for some new equipment. It purchased a bookcase and, after prolonged discussion, a lamp. This latter gesture was evidently felt to be a munificent one, worthy of special regard by the members, for a lamp-lighter was appointed to share with the librarian the duties of attending the reading room. Then the purchase of equipment seemed to stop, and the librarian, like many early librarians, suffered from inattention and neglect. He needed some steps to use in the library room and after awhile purchased them of his own accord. The society, belatedly aware of this need, discussed the advisability of reimbursing the young man for his outlay. It was finally voted to do so after rather grim discussion, but at a later meeting this vote was revoked; whereupon at the next meeting the librarian announced that he had paid for the steps and they were his property. There is a laconic note in the records of the next week—"Any further mention of the library steps in any manner will be subject to censure." Some of the reports of the early library activities leave no doubt that the position of librarian was taken very seriously. This expression of the finer sensibilities of one of the young librarians of 1850 is an unusual document:

Unexpectedly having been called, in the unsearchable events of the present term, to assume my present responsibilities, being a modest person, I entered upon the more active duties of my office with some trepidation. . . . Thus left at so early an age of college experience, in the present circumstances I needed, and trust I have received, the hearty sympathies and charitable forbearance of all the Adelphi.

The students during the early days of Colby were fortunate that there existed two literary societies which developed such good libraries. For many years the patronage of the society libraries far exceeded the use of the college library. The criticism was that the college library was "not well chosen, being made up of such books as our friends could best spare," while according to one early writer, "The libraries of both societies are extensive and of the choicest selections, to which valuable additions are constantly being made by their generous supporters."

With the advent of the Greek letter societies, interest in the purely literary societies gradually declined until they ceased to maintain debates and became merely lending libraries.

Early in 1878 the Literary Fraternity met to consider the following resolution:

Whereas, the meetings of the Literary Fraternity have not been well sustained for a number of years and a large number of its members manifest but little interest in its welfare, the following is resolved: First, that the property of the Literary Fraternity, including the library, be given over into the hands of the faculty. Second, that the Literary Fraternity is hereby adjourned *sine die*.

In order to give ample time for a thorough discussion of the matter, this meeting

was adjourned for three days. But the expediency of virtual dissolution was so evident to all that when the resolutions came to a vote they were passed without any opposition. This step, no doubt, seemed a rash one to the alumni of the fraternity. However, a study of the practical workings of the society during the immediate preceding years shows that this action of the members was merely a formal declaration of the inevitable result.

The Erosophian Adelphi Society gave up its existence the same year. From the two societies the Colby College Library received about four thousand volumes.

The libraries of the early literary societies throughout the country are known to have played a very important part in the development of our present college and university libraries. The transfer of well-selected society collections was a stroke of fortune to the college library which often consisted for the most part of aggregate gifts of charity. We can realize the gain for the institutions that had these society libraries as their foundation collections. What was lost thereby we can less easily measure, that is, the individual student interest and active participation in the selection of books and management of the libraries.

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A RECENT STUDY, "Monographic Holdings of American Libraries in the Medieval and Renaissance Fields" by S. H. Thomson, which appeared in *Progress of Mediaeval Studies and Renaissance in the United States of America and Canada*, Bulletin No. 18, June 1944, should not escape the attention of the librarian of any scholarly library. Dr. Thomson's brief discussion of American institutional bookbuying is pertinent and

pointed. He finds that "a vast amount of pure and unmitigated trash in the fields of medieval and renaissance studies is purchased by institutional libraries in America and that a great deal of the best and most enduring is not acquired." The improvement of this situation is the joint concern of librarians and scholars.—*Eugene H. Wilson, University of Colorado Libraries, Boulder.*

## Plans for Planning—Some Hints on Buildings

*Support for librarians, from a practicing architect, in the task of securing buildings which will fulfil library functions.*

A LARGE BUILDING PROGRAM seems indicated for the period after the war. Governments, both federal and state, have established postwar commissions to help in the financing of plans. Many institutions, including some libraries, are contemplating additions. Accordingly, there would appear to be prospects for librarians to get a hearing. If colleges are to undertake building, they might as well construct libraries as some of the projects they have in mind.

An effort on the part of librarians to come out with their projects, therefore, is in order. Those who have been suffering for years with obsolete plants might well take their courage in their hands and ask for their heritage.

This article is an endeavor to put before librarians some selling ideas and to explain the resistance they are bound to meet when presenting their problems. It is fair to say that librarians as a group are among the world's worst salesmen. They, like scientists, are so much occupied with their work and the service they are rendering to their communities or colleges that they have not the time to develop salesmanship. They are handicapped because their staffs are undermanned and have a multiplicity of duties which keep their minds away from publicity channels. And, like all patient individuals, they sometimes are exploited.

In their honesty of thought and purpose

librarians have believed that if they were to come before the public or their boards of trustees with frank statements that they required new libraries, their words would be given proper weight. But not so. The listener always has a certain amount of inertia and generally he is not going to do much thinking about a library's needs. To put the idea across, the only way is to be prepared to sell it. To say to a lay group that a new library or a new addition is essential does not call to their minds any such picture as the librarian has and, indeed, it often is to speak a strange language. The hearer might be convinced by a detailed explanation, but those in authority to grant or allot money for a new building usually surround themselves with a defensive wall and will not devote the time necessary for the full presentation of the problem. They must have the facts predigested.

The author recently met this condition in a college. The library was in an old building, spreading out in all sorts of nooks and corners. It was almost impossible for the staff to function efficiently. There was no convenient place to unpack the books and there was no space to repair them. The cataloging had to be done in a small alcove. This situation had existed for many years, under the very noses of the trustees. They looked and said: "There are the books on the shelves, there are the students drawing the books, the librarian is busy running around, the library is functioning—what more can be wanted?"

In presenting the need for a new library

to the trustees, the first step was to make a diagram of the existing library, showing the line of foot circulation as compared with the foot circulation in an idealized building. Then came a survey of the college's need for book space over the next twenty-five years; then a study of the area occupied by the present library, showing how valuable classroom space was being used for books—in other words, that the books could be stored in a stack more economically. There followed a comprehensive budget of what it would cost to operate a new building, as compared with the existing library, as to labor and service. There was prepared also a summary of what other colleges were doing with their library programs. Finally, there were presented photographs and statements as to the defects in the existing structure, including the possibility of loss through fire and water and the general undignified position of the most important building on the campus, namely, the library.

The report embodying all this, which must have brought blushes to the faces of some of the trustees, was very concise. It had the same effect on the trustees as a certified public accountant's financial statement would have on a bank president. It was something they could feel and understand. Furthermore, it was on a comparative basis and they could weigh it. Some of the trustees said later, "We did not know that these conditions existed." They then raised the question as to how much the proposed structure would cost to build and operate. It was not necessary to put them off until the next day or week; they were given the answer at once. Then they asked where the money was coming from and were told, in a polite way, that that was their problem—that they had been supplied with the facts to present to possible donors or to the money distributors and that that was as far as the librarian and his advisers ought to go.

If, without these facts, the trustees had been approached about a new building, their answer might well have been: "Do with what you have—it is good enough; we need money for the new chemistry building, and the library will have to wait." For the library the promise often has been "next time." All this does not mean that the librarian has to put himself where he can be misjudged. He does need to remember, however, that when he asks for something, particularly money, the questions always come back: "How do you know you need it? Why do you need it?" He must have a watertight answer.

Now for a word about the preparation of this material. It takes experience, and hard work, and there must be data, figures, and plans. The plans are the simplest part to prepare but the most important. They must not be monumental nor approached from the architect's point of view but must be functional. They must start with the concept of books waiting on shelves for readers, and the building must be designed around the circulation of books and the convenience of readers. By circulation is meant the use of the books and all the physical movements that go with it.

Where libraries have been built as purely architectural problems, they have been unsuccessful. To inject a personal note, I spent several years of my youth as a librarian in such a building. I knew the functions of a library but I was uneducated as to the planning of one, and so I could not find the reason why, for instance, the books dried out and, again, why at the end of the day we were all so tired. Later on, as I studied planning and became an architect, I found, for one thing, that we were taking many unnecessary steps and carrying loads uneconomically, because the relations among the departments had not been well conceived.

When a designer, inexperienced in library functions, proposes to place the vari-



ous departments of a building mainly with reference to a decorative scheme, the librarian is at a disadvantage. He cannot contradict the architect on architectural points. But he should say "Away with your architectural features; let's plan a library." That is the attitude the manufacturer would take in planning a manufacturing plant.

Also, where a building is planned too small in the first place, it will prove a working failure. The effects may be that no wings can be added, the reading rooms cannot be enlarged, and the stack capacity cannot be increased. That brings up the question: what are you going to do when your completed library calls for \$500,000 and you have an allowance of only \$150,000?

This problem presented itself at Skidmore College. The suggestion came of building a complete structure for the allotted \$150,000. Such a building would have contained everything needed but would have been so small that no part could have been enlarged. When reading rooms and offices are in their proper places it is not possible to blow them up to double size. The solution was to make the over-all plans for a complete \$500,000 building to be erected in the future but to put up immediately only a stack and to leave out the top tier of that so that its space could be

used for a reading room. When in time a reading room is provided on the first floor and new wings are added to the original building, the temporary reading room on the top floor can be converted into book space.

It has worked perfectly. True, the stack may be considered the most prosaic part of the building—the one that would have the least appeal to possible donors. There is no architectural glory about it. Necessarily, there were left out the parts which would contain the main lobby, the big reading room, and the architectural façade. These are all for future donors to think of. As has been indicated, it may soon be comparatively easy to get hearings on the needs of our libraries. Librarians may have a good chance to secure the buildings they have been thinking about for a long time. But they have a great responsibility. These buildings will be finished and crystallized without possibility of change for the next fifty years. If they are not well thought out and designed, they will be failures.

So, librarians must plan intelligently: first, the campaigns to present their problems; then, the actual buildings. They must know their needs and must set these up in such a form as to be understood quickly and clearly. They must be ready with all the answers if the most is to be made of the present opportunity.

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### A.C.R.L. Nominating Committee, 1945-46

Benjamin E. Powell, librarian, University of Missouri, Columbia, chairman

William H. Carlson, associate librarian, University of Washington, Seattle

Mabel L. Conat, reference librarian, Public Library, Detroit

Hazel A. Johnson, librarian, Palmer Library, Connecticut College, New London

John Van Male, librarian, Madison Memorial Library, Madison College, Harrisonburg, Va.

## A Venture in Reclassification

*Harold L. Boisen is librarian of the George Avery Bunting Library, Washington College, Chestertown, Maryland.*

THE PROBLEM of classification seems to be of perennial interest. Because it illustrates a fundamental activity of the mind and forms the basis of scientific thinking, there is no reason why speculation about it should languish. Since 1938 new editions of basic works on the subject have appeared, by Melvil Dewey,<sup>1</sup> Margaret Mann,<sup>2</sup> and William S. Merrill,<sup>3</sup> and the Library of Congress has continued to expand its schedules. Current library literature still weighs the pros and cons of reclassification, the merits of different methods, and the experiences of those who have shifted from one scheme to another. Some outstanding libraries have submitted to the throes of reclassification, and others, I dare say, are sorry they started the process. Large institutions have turned to the Library of Congress system and have drawn smaller libraries in their wake. The George Avery Bunting Library of Washington College was inclined to pull the other way, and its struggle ended in a compromise.

During 1939 and 1940 the liberal arts ideal was undergoing restatement on this campus preparatory to adopting the divisional plan of curriculum organization. Our present postwar planning committee is again giving it consideration. Once

more the humanities are kindling into life, at least in the spirit. Even four years ago we were attempting to break down the barriers between subjects and to achieve some form and wholeness in the sum of our offerings.

In the spring of 1940, just previous to moving into a new building, William M. Randall and J. Periam Danton made a study of the book collection. It was proposed to bring the library into closer relationship with the students, the faculty, and the teaching program; to support the curriculum in more than a passive way with a collection of books; to interpret our literature with active devices, illuminating, as it were, the neglected corners of the shelves, filling the gaps through good book selection, and making the books more approachable to the student and the extracurricular reader.

In the fall of 1940 the writer, assuming the duties of librarian, initiated a program of reorganization based on certain passages in the survey report. If the library were to exemplify the ideas expressed by Dr. Randall, it behooved us to get its intellectual contents in order, to gather the scattered atoms of the past into some unity. If the book collection were to reflect ideals of humane cultivation, it would be necessary to broaden the basis of classification. A simple, intelligible arrangement of subjects should be provided for the patrons who used the stacks. As Mark Van Doren wrote:

The search must be for a narrow formula—wisely narrow of course; or, if the word is not outworn, creatively narrow. The only

<sup>1</sup> Dewey, Melvil. *Decimal Classification and Relative Index*. 14th ed. rev. and enl. Forest Press, 1942.

<sup>2</sup> Mann, Margaret. *Introduction to Cataloging and the Classification of Books*. 2nd ed. A.L.A., 1943.

<sup>3</sup> Merrill, William S. *Code for Classifiers*. 2d ed. A.L.A., 1939.

classification of studies [books] that is capable of interesting the mind is a simple classification, under a few heads. . . . And these had better be the right ones, or the liberal arts will take their revenge.<sup>4</sup>

Good classification is, in this sense, of more than intrinsic value; it serves as an instrument of direction. Something so fundamental was involved that we were tempted to take the necessary steps at once.

#### *Classification at Washington College*

For years Library of Congress numbers had been faithfully accepted. Among our fifteen thousand titles no revision had been made to improve the location of a book. Nor had preferable numbers been employed when available in the schedules. Related items were dispersed and subject matter was spread thin upon the extensive rack of the L.C. scheme. Psychology had become hydra-headed, appearing in five classes. Unnatural cleavages had developed among T (technology), Q (science), H (sociology), and G (geography).

Fiction, biography, and travel had wandered over the collection, in thorough agreement with L.C. practice. The chronological treatment of English and American literature proved confusing. The dichotomy between philology and literature in the L.C. schedules, while important to recognize, resulted in islands of foreign language books appearing at opposite ends of section P (language and literature). Individual books needed correction, such as Defoe's *Journal of the Plague Year*, which had been placed in R (medicine).

J. R. Gullledge,<sup>5</sup> seconded by Karl T. Jacobsen,<sup>6</sup> of Luther College, testified that these developments caused no inconvenience

in some small libraries. But they were awkward here. Anomalies tend to disappear in a large library serving advanced scholars; there it is possible to split hairs to advantage, to classify infinitesimals, and to lose small items in a multitude. Classification is done according to a design which is irrelevant to the requirements of the small college. Pointillism in the distribution of a million books may even make pictures, but the same scale or screen applied to a small collection suggests a half-tone under high magnification; forms fail to take shape and one sees only unrelated dots.

#### *Minute Classification*

Years ago Charles A. Cutter challenged the defenders of broad classification for maintaining that books became separated in a minute scheme.<sup>7</sup> In practice they do. It is seldom possible to concentrate the essence of a book into one exclusive subject. The closer the subdivisions, the more chance for difference in judgment and for similarity in various parts of the schedules, as has been indicated in the case of psychology. Division does not proceed in a straight line. Subjects have a way of crossing and recrossing, which means that alternatives become possible.

Perhaps it would give the game away to express at this moment a preference for the Dewey decimal scheme. L.C., the Colon system, and the Brussels classification probably answer the purposes for which they were intended, but they are not for the small library which houses few books of such specialized type as to warrant classification beyond a subdivision of the third order. They do, however, suggest compromise because they represent hybrids in themselves. Since L.C. is a cross between expansive classification and D.C., it

<sup>4</sup> Van Doren, Mark. *Liberal Education*. Holt, 1943, p. 113.

<sup>5</sup> Gullledge, J. R. "L.C. vs. D.C. for College Libraries." *Library Journal* 49:1026-27, December 1924.

<sup>6</sup> Jacobsen, Karl T. "The Reorganization of the Library of a Small College." *Library Quarterly* 4: 234-43, April 1934.

<sup>7</sup> Cutter, Charles A. "Close Classification." *The Library and Its Contents*. Wilson, 1925, p. 203-12.

only remains to give D.C. a little more edge to secure the desired correction. A few public library notions applied to classification would help to counteract the amorphous tendencies exhibited in some college book collections and restore the perspective recommended by Henry B. Van Hoesen.<sup>8</sup> Such considerations preclude the final standardization of cataloging procedures to fit all situations. Intangible forces are at work in every library which demand individual treatment; it is properly so and good to recognize them and respond accordingly.

The L.C. schedules contain approximately 6500 pages, with a quarter of a million divisions—far too much cloth for our cloak. We wanted to shrink it to the proportions of the Abridged Decimal Classification.<sup>9</sup> This does not always occur to librarians when confronted with the bulk of the L.C. scheme. Some of us regard the changing of an L.C. class number as heresy. To paraphrase O. G. Sonneck, of the Library of Congress, concerning a sensible approach to the L.C. music schedule: It is possible to telescope the scheme into a suitable instrument for any collection of any size, by canceling unnecessary subdivisions, by substituting subdivisions needed for special purposes, and by rearranging the sequence of certain entries.<sup>10</sup>

In this way complete reclassification may be avoided. It is still possible to retain the benefits enumerated by J. C. M. Hanson over twenty years ago: the numbers on the printed cards for suggestion, elastic notation, local subdivisions, expert service, and the support of the government.<sup>11</sup> The small library can thus reduce the bulk of the schedules, simplify notation, and individ-

ualize directions according to specific ends in view. Bringing out fewer classes is a mnemonic help, but this is not so important as the closer grouping of kindred books. At best college students learn few class numbers. They remember books by location and are bewildered when shifting has been done.

A preliminary inspection of the shelflist showed that our books were roughly divided as follows:

Class A— 200 titles	Class M— 100 titles
B— 750	N— 400
C— 400	P— 4200
D— 1300	Q— 1800
E— 700	R— 150
F— 500	S— 150
G— 200	T— 300
H— 1600	U V— 100
J— 600	Z— 300
K— 100	
L— 1100	15,000

On the basis of three titles to a subdivision, they would nicely fit into a schedule of five thousand places. Should our collection be doubled twice over, the average subclass would catch only twelve titles. It is hazardous to place an ultimate limit on expected growth. But the prospect seemed rather remote that a small college, 162 years old, would increase its library to a million or more volumes. The building will hold eighty thousand at the most. Our policy calls for a small well-chosen collection. "Perhaps the ideal library, after all," wrote Edmund Gosse, "is a small one, where the books are carefully selected and thoughtfully arranged in accordance with one central code of taste."<sup>12</sup> Something quite different from the Library of Congress, where not even the copyright limits selection.

The L.C. schedule A (general works) contains sixty-six subdivisions, more than can be profitably used in a small library.

<sup>12</sup> Gosse, Edmund. Quoted in Mosher, Thomas Bird. *Amphora*. 1926, p. 103.

<sup>8</sup> Van Hoesen, Henry B. "Perspective in Cataloging." *College and Research Libraries* 1: 330-35, September 1940.

<sup>9</sup> Dewey, Melvil. *Abridged Decimal Classification*. 6th ed. Forest Press, 1942.

<sup>10</sup> U. S. Library of Congress. *Classification: Music and Books on Music*. 1917, p. 6.

<sup>11</sup> Hanson, J. C. M. "Library of Congress Classification for Small Libraries." *Library Journal* 46: 151-54, February 1921.



The same is true of the other schedules. Moreover, the *Outline of the Library of Congress Classification*, 1942, and the synopses provided in the main schedules, can only serve as guides in the work of abridgment. They supply too few subdivisions, and the numbers given in blocks are not very helpful. As a first step, we accepted the twenty-one main classes, then chose subdivisions from the complete schedules, keeping watch on the book collection and the courses offered. Occasionally we could leave sections intact without change of notation.

#### *Fiction, Biography, and Travel*

Under the aegis of rule 6 of the Merrill code,<sup>13</sup> we made decisions involving fiction, biography, and travel. Since L.C. uses the PQ-PT sections of national literatures to bring together works by or about an author regardless of form and places current fiction in PZ, this gave us a good chance to lump all fiction in the latter place. It was necessary to coax the cataloger to this practice in two stages. At first he would consent to shelve fiction only at the end of its literature section, creating for this purpose special numbers: PRZ (English fiction), PSZ (American fiction), etc. During this phase of conversion English novels were in three places; now they are in one. In shelving our fiction alphabetically by author without book number, long call numbers were dropped, such as PZ 3.G7876 Pr2, for Robert Graves' *Proceed, Sergeant Lamb*. Of course, it could have been done without using even a class number. At any rate, this popular section of books has been strengthened by the introduction of such characters as Mr. Woodhouse, the Reverend Septimus Harding, the Misses Matilda and Deborah Jenkyns, and the

more lusty Moll Flanders, Tom Jones, and Becky Sharp. These persons of varied distinction improve upon acquaintance with Judge Honeywell, Mrs. Dalloway, and the George Apleys of Boston. Given a chance, they can hold their own beside Studs Lonigan, Ulysses, and the Joads.

Another new grouping was made of biography, taking the L.C. symbol CT 275 for individual works and CT 90 for collections, followed by two or three figures of the Cutter-Sanborn tables as needed. Few titles had found their way to this class, due to the L.C. policy of placing biography with subject. In general we left kings, presidents, and statesmen in history, and artists in art, but where personal interest predominated, we used CT. Julian Green's *Memories of Happy Days*, Siegfried Sassoon's *The Old Century*, and Edwin Way Teale's *Dune Boy* are now close neighbors. As Randolph Bourne has expressed it, they are among:

Those persons and things that inspire us to do our best, when we are in their presence, that call forth from us our latent and unsuspected personality, that nourish and support that personality—those are our friends. The reflection of their glow makes bright the darker and quieter hours when they are not with us. They are a true part of our widest self; we should hardly have a self without them.<sup>14</sup>

Although this move may be quite a concession to general readers, it has already demonstrated its usefulness to history and literature students as a store of memorable personal records.

Washington College also wanted a travel section for its own sake. Charles Brooks' *Thread of English Road*, Rockwell Kent's *Wilderness*, William H. Hudson's *Idle Days in Patagonia*, and the written thoughts of such richly endowed travelers as Hedin,

<sup>13</sup> "Modify a rule of classification of books when necessary or desirable to meet special needs or types of service." In Merrill, W. S. *Code for Classifiers*. 1939, p. 2.

<sup>14</sup> Bourne, Randolph S. *Youth and Life*. Houghton, 1913, p. 151.

Keyserling, and La Farge are literary creations entitled to a particular place instead of being strewn about as collateral informers to other subjects. In L.C. such material goes into history as essential to the understanding of a country, if not in a special subject, as science. The classifier is given no real choice, but G (geography) looked possible to us. Reproduction of a portion of this schedule shows our simplification, achieved without drastic change of class numbers or loss of expansibility. Fifty pages of notation were reduced to one.

#### G Geography

- G 73 Study and teaching
- G 115 General works. Bibliography
- G 160 World travels (To divide by country use L.C. Table I)
- G 161 United States (To divide by state use L.C. Table III)
- G 161.A2 Alabama
- G 163 South America
- G 400 Air travel
- G 500 Mountaineering
- G 520 Ocean travel, sea life
- G 575 Polar travel and exploration
- G1000 Atlases, gazetteers
- GA 1 Cartography
- GB 50 Physical geography \*

Students of economic geography, foreign relations, and history are already using this section. Bibliography of geography was placed with subject, as proposed for small libraries by J. C. M. Hanson.<sup>15</sup>

Students of abnormal psychology had been using books on mental hygiene, psychiatry, and child psychology, which were in R (medicine), QP (physiology), LB (education), and HQ (child study). After arbitrarily reshelving them for class use several times, it seemed worth while to transfer some fifty or more titles permanently to BF (psychology), closing their former numbers. This decision was approved by the psychology department and the result has been satisfactory.

<sup>15</sup> Hanson, *op. cit.*, p. 153.

#### Literature

In the next instance we were not prepared to go so far as one faculty member proposed: that all literature in English be shelved together alphabetically by author regardless of form or nationality. Perhaps, after all, it is simply a matter of choosing a system and adhering to it. John Cowper Powys reminds us that:

... the finest literature floats and drifts, as the wind blows, round the unlikeliest places. But the more cultured a human mind may be, the more serpentine will be its power of adjusting itself both to the ivory towers of the old-fashioned aesthetic responses and to the circus-tent sawdust of the new.<sup>16</sup>

The undergraduate, however, lacks this power as yet and appreciates our efforts to reach an orderly system. We decided to cling to the national divisions of literature, at least until some drastic change occurred in the curriculum or methods of teaching.

The chronological divisions in L.C. were another matter. The curricular presentation of literature, emphasizing form rather than period, made it desirable to separate poetry, drama, and essays within each country, as their exceptional forms merit. A schedule was drafted which closely follows L.C. connotation:

#### English Literature

- PR \* 1 General materials
  - 19 Encyclopedias and dictionaries
  - 30 Study and teaching
  - 80 History and criticism—general
    - 500 Poetry
    - 620 Drama
    - 821 Prose
    - 900 Oratory
- Literature
  - 1000 Collections—various authors
  - 1110 Collections—individual authors using various forms
  - 1170 Poetry
  - 1240 Drama

<sup>16</sup> Powys, John Cowper. *The Meaning of Culture*. Norton, 1929, p. 43.

1285	Prose
1320	Oratory
1340	Letters
1360	Essays

All subdivisions are not shown, but, as in travel, the schedule was reduced to one page. The revision caused considerable reprocessing, but the effect in the case of English poetry alone was worth the effort. Shorter notation also resulted in many cases, for example, PS 3525.L495K5 for Edna St. Vincent Millay's *The King's Henchman* became Ps 631.M6k. The problem of philology is to be solved arbitrarily by shelving books on the study of languages ahead of their respective literatures. For example, English philology (PE) will immediately precede English literature (PR). Although strict alphabetical sequence will be broken, kindred sections will come together rather than re-

main at opposite ends of the main class, a constant annoyance to students and professors.

Section T (technology) is not useful as a separate entity in our program. Most of it will be absorbed into related subjects in the sciences, industry, and production economics. Perhaps this offers the greatest affront to the orthodox. Applied mechanics is to be placed in physics, surveying in mathematics, sanitary engineering in medicine or city planning, railroads in transportation, and electrical engineering in physics. Periodicals and newspapers will be placed in a separate range of stacks by title.

Our present set of schedules with their geographical tables, seventy pages in all, promises to be adequate. Thus the huge and rambling classification of the Library of Congress has been reduced to reasonable dimensions for our purposes.

## To Librarians of Colleges and Universities Engaged in Planning New Library Buildings

IN RESPONSE to a notice in a recent issue of the *Library Journal*, I find that some thirty-odd colleges and universities are thinking about new library buildings for postwar construction. The Committee on Buildings and Architecture of the A.C.R.L. is anxious to offer as much help as can be given within reason. Such help must necessarily be of a preliminary kind, because each librarian will presumably have an architect and a faculty committee. The committee would like to know what kind of help librarians would like to have.

*College and Research Libraries* has kindly allowed us space for the answering of specific questions and for the insertion of news and other helpful statements. If these questions can be sent to my office, I will try to see that they are answered by someone who knows—whether this be a librarian, an engineer, or an architect.

In the meanwhile, librarians may be interested in knowing that Julian P. Boyd, librarian of Princeton University, is at work forming a committee of librarians of universities planning new buildings. If his plans materialize, this committee should be of tremendous help during the next two years.

RALPH E. ELLSWORTH,  
*Chairman, A.C.R.L. Subcommittee on Buildings  
and Architecture, State University of Iowa Li-  
braries, Iowa City*

By NORMA OLIN IRELAND

## Cooperative Indexing: a Postwar Program Today

*The culmination of a bibliographical project of the A.L.A. Junior Members Round Table is here described.*

WITH THE PUBLICATION of "Local Indexes in American Libraries"<sup>1</sup> scheduled for the near future, a new avenue will be open to libraries for cooperative indexing. A five-year project of the Junior Members Round Table of the American Library Association, the completed work is a union list of unpublished indexes in libraries of the United States, Canada, the Hawaiian Islands, and Puerto Rico.

Cooperative indexing is not a new idea in library circles, but unfortunately only a few libraries have been able to enjoy its benefits. Inadequate knowledge of existing indexes is the main reason for this condition, which now is to be partially remedied. Joseph L. Wheeler, librarian of the Enoch Pratt Free Library of Baltimore, has long advocated cooperative indexing and has already used the unpublished "Local Indexes" to make a study of certain needs in this field. With the appearance of this work in print, approximately 950 libraries will reveal their special card files to librarians and scholars.

Material for the list has been secured by means of questionnaires sent to libraries and by extensive publicity in library publications. The survey was conducted by state and national committees of the round table

working in the various types of libraries—public, college and university, school, and special. Information on each index received includes subject, form, arrangement, scope, size, and frequency of additions.

Over 2500 subjects are represented in the bibliography, which includes almost eight thousand indexes. The topics vary widely, from the most popular ones of the day to some of the most highly specialized, scholarly, and technical subjects possible. It is for these latter indexes that the list is most valuable to college and research librarians, both for informative purposes and for aid in special reference work.

### *General Subjects*

Robert Alvarez, in his article "Needed! A Union List of Card Files,"<sup>2</sup> outlines five types of files found in libraries. The first type is the file useful in any library and, in our opinion, the file most suitable for cooperative indexing. This type includes general subjects such as plays, short stories, poetry, etc. Supplements to published indexes are issued too few and far between to help the average library keep up with current requests. Cooperative indexing would not, however, take the place of published indexes. Such indexing would undoubtedly be done on lightweight, inexpensive cards, and files would be weeded out on publication of the various indexes. Since most libraries are already cramped for space, it stands to reason that additional

<sup>1</sup> The author reports that "Local Indexes" is planned for publication by the F. W. Faxon Company in late 1944 or early 1945.

<sup>2</sup> *Library Journal* 64: 395-96, May 15, 1939.



card files would in no sense be permanent.

It is interesting to note the subjects which have been indexed the most frequently—topics for which, therefore, cooperative indexing is most needed. A check of "Local Indexes" reveals the following subjects to be the most popular, according to the number of libraries which have supplemental indexes: plays, 176; short stories, 125; pictures, 107; biography, 106; vocations, 84; reference aids, 77; debates, 68; poetry, 67; songs, 66; music, 62; fiction, 60; genealogy, 55; holidays, 42; maps, 34.

These figures do not include indexes for related subjects or for subdivisions of the main subject. Neither do they include small indexes or those limited to material in one library, such as picture files; such indexes have been omitted from the list. The majority of files are author, title, and subject indexes to book and periodical material, that is, material unindexed and supplemental to published indexes.

Several hundred individual magazines and newspapers have also provided a fertile field for indexing. State and local periodicals, especially valuable for material not found elsewhere, have in many instances been indexed in duplicate by several libraries. For example, in California we have a little magazine called *Westways*, which is filled with excellent state and local information about places and events. Seven different California libraries have indexed this magazine, in most cases even the same volumes and years. If one is at all familiar with indexing procedure, it is easy to calculate the many hours of professional or other time needlessly spent on this work. Cooperative indexing would have saved a great deal of money and released staff members for more important effort.

All state and local subjects have been minutely cross-referred in "Local Indexes," making such material quickly available for future cooperation.

### *Music and Art*

Music librarians have long deplored the lack of adequate indexing services in their field and are constantly striving for better tools in their profession. In our union list, in addition to the general indexes on music and songs already mentioned, there are well over one hundred specialized indexes listed; including, for example, indexes to program notes of all the major symphony orchestras. Reproduction of the best of existent files and plans for future cooperation in this one topic alone would be of invaluable aid to music patrons and librarians.

Art and related subjects are likewise represented by innumerable indexes and include a great deal of information not found elsewhere. Portraits, illustrators of children's books, sculpture, and painting are only a few of the subjects available.

### *Future Publications*

Another very important use of "Local Indexes" will be its use as a basis for future published compilations. In most cases libraries are glad to open their files to librarians who are working in the fields they have indexed, because they themselves have neither time nor desire for publishing. Of course it is understood that the indexes are not for wholesale copying but are only to be used to supplement work already started and to help solve problems. Then, too, such indexes often supplement each other. A library may have only an author index to a certain topic, while the person who expects to publish plans a title and subject index as well. Obviously the library will be more than repaid for any assistance it may render.

There are some libraries, of course, which guard their indexes with their very lives, with a "no touch" sign for the patron, be he librarian or other. Fortunately these libraries are few, because certainly they defeat their own purpose.

### *A Practical Plan*

After publication of "Local Indexes in American Libraries," it seems expedient that a practical plan for cooperative indexing be devised. While individual libraries will, of course, seek out nearby indexes of local or special significance, there should be, nevertheless, some central control for future work on a national scale. What would be the best system? There are several possibilities for such direction that present themselves:

1. By state library associations: To plan for cooperative indexing of state and local periodicals, documents, and books of historical value; to combine and reproduce these files for the use of all libraries in the several states.

2. By divisions of the American Library Association: To designate the indexes of special interest to various fields, *i.e.*, college and research libraries, work with children, etc; each division to work out its own plan of cooperation.

3. By the Reference Librarians Section of the Association of College and Reference Li-

braries: Since the projects are of chief value in reference work, this section could well direct plans, subdividing responsibility according to type of index (*e.g.*, technical) or type of library (*e.g.*, special).

4. By the Junior Members Round Table: To carry on work of "Local Indexes" by means of a cooperative indexing committee, in collaboration with the various national and state library associations.

There are advantages to each form of control, and it is difficult at this time to decide that any one is best. In fact, it is possible that a combination of all four might well be employed. Certainly there will be a sharp division of interest in the indexes, and this fact must be taken into consideration before any plan is adopted.

Cooperative indexing is certainly one postwar program which can be started today and one which should mean a great deal in the future of our profession. In these days of limited staff and budget, it seems advisable to consider carefully any such program because of the time and money it may save for libraries.

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## Postwar Information Bulletin

THE Postwar Information Exchange, representing forty-odd research and educational bodies concerned with national and international postwar matters, is planning issue of a four-page monthly entitled *Postwar Information Bulletin*. This is designed to carry the pooled information from the agencies in the exchange and to aid discussion leaders, program chairmen, teachers, librarians, and others in guiding the consideration of postwar problems. Subscriptions are announced as at the rate of one dollar per year and may be sent to the Postwar Information Exchange, 8 W. 40th St., New York City 18.

## In Furtherance of a Common Cultural Interest

ABOUT OCTOBER 1 Carl M. White left New York on the first stage of his contemplated journey to China on behalf of library interests. His status while on tour is to be that of visiting professor in the field of library administration, and his stay is expected to extend until about July 1, 1945.

The purpose of the trip is to aid, in one sphere, in solidifying the friendship of the two countries, to afford China's valiant but war-weary intellectual leaders fresh contact with American thought, and, in particular, to aid in establishing closer working relations between groups and agencies interested in interchanging cultural materials and in related forms of cooperation.

Information about intellectual services which the two countries can render each other will be assembled and organized. This information will cover the present status of library cooperation between the two countries, as well as suggestions for new forms of cooperation. Some attempt will be made during the period in China to make available American library experience for possible use in postwar reconstruction of China's libraries, as well as to interpret the position of books and libraries in American higher education and in Western life in general.

Arrangements are being made by the Department of State, in connection with this trip, to ship to China some two hundred books consisting mainly of works published since China went to war and the "intellectual famine" there began. The

books fall into four main categories: (a) the administration of education, with special attention to higher education and the broader significance of education from the standpoint of social policy; (b) recent library literature, with emphasis primarily upon the significance of the library as an educational instrument; (c) the search for freedom and the expression of this aspiration in intellectual, social, and political forms; and (d) publications which, without regard to the three preceding categories, help supply a representative cross section of recent American thought.

The American Library Association is also sending a limited collection of books.

In order to aid in making available American experience in library matters, Dr. White is taking with him some slides. These slides show representative services, various service techniques, and representative equipment of different types of libraries.

The plan is to have the Embassy in Chungking, in cooperation with the Chinese Library Association, introduce Dr. White to the leading universities and libraries and to their personnel. Residence on four to six university campuses is planned for periods of two to four weeks. During this period of residence Dr. White will offer from four to six formal lectures on the general theme of college and university library administration but with some attention both to the larger social significance of colleges and universities and the wider role of books and libraries in the Western world.

# Appointments to College and University Library Positions

GUY R. LYLE became director of libraries at the Louisiana State University on October 1. He brings to his new position eight years of administrative experience as librarian of the Woman's College of the University of North Carolina and five years as librarian of Antioch College in Ohio. His library school teaching includes a year as associate in library economy at the University of Illinois and summer sessions at Louisiana State University and the University of North Carolina.

Mr. Lyle is Canadian by birth, with his B.A. from the University of Alberta. Seven years as general library assistant in the Edmonton Public Library preceded his year of study at the Columbia University School of Library Service in 1927-28. He returned to the school in 1931 and obtained his M.S. in college library service, with his master's essay on the selection of civil engineering periodicals in the college engineering library.

Mr. Lyle has been a frequent contributor to professional periodicals and is the compiler of *A Classified List of Periodicals for the College Library*. He participated, with Louis R. Wilson and others, in surveys of the university libraries of Georgia and Florida, the findings of which were published by the American Library Association in 1939 and 1940. Mr. Lyle is a member of the Council of the A.L.A. and has just completed a two-year period as chairman of the Publications Committee of the A.C.R.L.

Jesse H. Shera, recently appointed chief of the preparations department, University of Chicago Libraries, started his library career as bibliographer for the Scripps

Foundation for Population Research, Miami University, Oxford, Ohio. From 1928 to 1940 he provided reference service for the research staff of the foundation, built up and cataloged the collections, and pre-



GUY R. LYLE

pared special bibliographies for the publications of the research staff. He ably assisted in developing one of the most important collections on censuses and population in the country.

In 1940 he went to Washington as supervisor of the Census Library Project at the Library of Congress. Here he did special bibliographic research for the Bureau of the Census and other governmental agencies in



demography, vital statistics, censuses, and related fields. From 1941 to 1944 he served as chief of the reference section, Cen-



JESSE H. SHERA

tral Information Division, Office of Strategic Services. As chief of the section he was responsible for the library; the documents unit, which received all confidential intelligence reports; and the census materials unit.

Dr. Shera received his education at Miami University, Yale, and the Graduate

Library School of the University of Chicago. He has contributed a number of provocative articles to library periodicals and has been especially interested in the origins and development of American libraries. His doctoral dissertation is concerned with the *Foundations of the Public Library Movement in New England*. He has been active in library organizations.

Professor John E. Buchard was appointed director of libraries at the Massachusetts Institute of Technology on October 1. In this newly-created position he will have the responsibility of "a policy-making administrative officer analogous in position to that of a dean in the instructional organization." William N. Seaver, who has been librarian since 1925, remains in that position.

Professor Buchard has bachelor's and master's degrees in architectural engineering from the Massachusetts Institute of Technology. He has been an instructor in English and, as director of the Bemis Foundation since 1938, a full professor. He brings to his new task broad experience in both business and technology. Since July 1940 Professor Buchard has been engaged in war work, first as executive officer of the National Academy of Sciences and later as chief of one of the eighteen divisions of the National Defense Research Committee. Since last July he has been assistant chief of the Office of Field Service of the Office of Scientific Research and Development.

## Robert James Usher: 1880-1944

THAT GRAND old master-librarian, Walter M. Smith, of the University of Wisconsin, discovered about the beginning of this century two students of great promise and brought them into the library fold. One was Stephen Conrad Stuntz, of Monroe, who served with credit in the Library of Congress and in the U.S. Department of Agriculture. The other was Robert James Usher. Both are indelible in the memories of many colleagues. Both were born, as it seemed, for library work; and they were friends, so that each always had a good word for the other.

Robert Usher, born in South Wayne in 1880, received his A.B. at the University of Wisconsin in 1907 but held an assistantship in the library between 1904 and 1908. Mr. Smith was none too well pleased when Usher accepted a call as assistant reference librarian at the John Crerar Library in 1909, but, as Wisconsin prepared him, I think the Crerar may be said to have made him. There were several reasons for this. Usher quickly proved himself invaluable for exploring and combining data. Apart from his rapidly growing ability, fed by access to excellent collections, his quiet manner and his reliable skill won for him many warm friends among our readers. He ought not to have been tempted with an office in the University of California Library but accepted the place there as superintendent of circulation; then returned to the Crerar fold in 1917 and remained, as chief reference librarian, until 1927.

Mr. Usher's election as librarian of the Howard Memorial Library in New Orleans, in his forty-seventh year, was well deserved. He had long been qualified for administrative service. He indeed found

abundant opportunity for some years to meet emergencies and to remove ruts and snags left at the Howard library after the demise of William Beers (a law unto himself and others). Usher left Chicago, fortified by a marriage which proved most felicitous for both, as his wife, the former Ethel Wight, had held secretariats both at



the University of Michigan Library and at the Crerar and was able to cooperate with him in all his work.

Mr. Usher cleared up and modernized the Howard library. Then, in 1928, the Crerar librarianship became vacant. And now it may be told that the undersigned recommended the election of Usher, while

*(Continued on page 81)*

## Gerald Gardner Wilder: 1879-1944

**G**ERALD GARDNER WILDER, librarian of Bowdoin College since 1915, died on June 28, 1944. In library work for nearly half a century, he was one of the elder statesmen in his profession. His colleagues in New England recognized his ability and



always welcomed his point of view. He learned his profession the hard way—by working at it. He spent no time imagining problems and elaborate, documented solutions for them. Problems, when they arose, were handled with dispatch based on a wide background of experience.

Mr. Wilder was born in Pembroke on Apr. 30, 1879, the son of Albion and Arabella Gardner Wilder. After finishing high school he taught for three years to earn money to pay his way through college. In

1899 he entered Bowdoin College and began his work in the library as a student assistant. At the end of two years he was forced to teach for a year, again for financial reasons. He graduated in 1904 and, at the request of Mr. Little, the librarian, remained in the library to help out during a difficult period. As an undergraduate he had done special research in astronomy and, with the idea of entering government service, he had taken a civil service examination. But the library still needed him, so he stayed on. In 1906 he was appointed assistant librarian.

On July 16, 1908, he married Kathleen Eliot Hobart of Pembroke. Since 1912 he had served as clerk of the college faculty. He was a member of Phi Beta Kappa, the American Library Association, the Maine Library Association, of which he was a former president, and the New England Historical-Genealogical Society. In 1929 he was awarded an honorary M.A. by the college, on the occasion of the twenty-fifth anniversary of his commencement. He was an active supporter of the Congregational Church, having at one time been the superintendent of its Sunday school. He served as clerk of the First Parish Church since 1918 and as clerk of the parish since 1919.

Mr. Wilder was possessive when it came to the library. He was proud of the building, proud of its wealth of material, jealous for the library's well-being. It was his life. The results of his labors will never be erased. They stand as a living monument to the man.

His colleagues always found a sympathetic ear directed to their needs. Students were received with the utmost courtesy and their needs were patiently attended to. Because of its location and its valuable collection of books, many visitors came to use the

resources of the library. Such visitors were always impressed by the cordial reception they received from Mr. Wilder, the painstaking efforts he made to satisfy their every need, his interest in the work they were doing. His colleagues, his friends, his business acquaintances, and the visiting scholars all have lost a kindly and warm friend in his passing.

For many years the demands of the library and of the college were so great that Mr. Wilder had little time for outside interests. However, about fifteen years ago he designed and had built a lovely summer home at Garnett's Head, on beautiful

Cobscook Bay. Soon he was spending two months each summer there, keeping up his road, limbing trees, opening up new vistas, or exploring the bay in his motorboat. He devoted more time to collecting material on the history of Pembroke and to working on the genealogy of his family and the old Pembroke families. These two latter activities he carried on during the winter in Brunswick. Those of us who knew him best regret that he could not have lived to enjoy a well-earned retirement, spent in the scenes of his boyhood, and pursuing his historical and genealogical interests.

KENNETH J. BOYER

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## Robert James Usher

*(Continued from page 79)*

Usher, when called to Chicago for a conference, recommended me. Neither of us was an applicant. It also may be said now that if Usher had not been incontinently modest about himself, he probably would have been chosen. So he remained in New Orleans, at Tulane University, and developed the plans for the Tulane library (The Howard Tilton Memorial), where he enjoyed five years of activity with the unqualified approval of all his colleagues, the university authorities, and the public.

Robert Usher never was robust, and he probably permitted his conscientious demands upon himself to prevail over his personal care. I never knew the time when he was not hard at work on something or

other. His interests in rural pursuits, his preference for historical research, exploring unknown fields, and his delving into problems concerning the early exploration of Louisiana, resulted in several interesting papers and identified him with his Louisiana group. This group, in return, elected him, in 1930, president of the Louisiana Library Association and, in 1940, to the presidency of the Southwestern Library Association. His published observations on reference libraries were the result of seeing an ideal and being guided by it. Every urge in his mind and all efforts in his work were directed toward constructive accomplishment for the welfare of life and learning.

J. CHRISTIAN BAY



## Douglas Crawford McMurtrie: 1888-1944

DOUGLAS CRAWFORD MCMURTRIE had an unusual combination of abilities as a typographer, bibliographer, and historian. His contributions, numbering over five hundred separately-printed writings, covered the fields of printing practice, type design and type founding, and bibliography and bibliographical practice, as well as a variety of related subjects. Although most



of these were small pamphlets, none of them lack typographic merit. *The Golden Book* (1927), and the later edition entitled more briefly *The Book* (1937), have served to stimulate the interest of many amateurs and students in the story of printing and book-making. As a lecturer he was popular at

meetings of printers, bibliographers, and librarians, and was often looked to for criticism and guidance in their work. It is to be regretted that he was unable to complete his ambitious work, *A History of Printing in the United States*, of which only Volume II (1936), covering the Middle and South Atlantic States, has been published.

A less well-known interest of Mr. McMurtrie was the work he did in the care and treatment of cripples, especially children. He wrote extensively on this subject and was for some years editor of the *American Journal of Care for Cripples*. During the first World War he was director of the Red Cross Institute for Crippled and Disabled Men.

Mr. McMurtrie was born July 20, 1888, in Belmar, N.J. He attended Horace Mann School in New York City and Hill School in Pottstown, Pa. He then went to the Massachusetts Institute of Technology and specialized in electrical engineering. While there he was typographical designer of the yearbook and the correspondent for three Boston daily newspapers. Interest in typography soon won out over training as an engineer. He came to New York to set himself up as a free-lance designer and producer of printing. For a time he was in charge of the printing office at Columbia University.

Mr. McMurtrie considered the ideal location for a printing press to be in the country, yet close enough to a large city to have access to customers and materials. In 1921 he helped design and build a printing plant at Greenwich, Conn. This was acquired by the Condé Nast Press, which employed Mr. McMurtrie as general manager for several years. In 1925 he moved to Chi-

cago, where he took the position of typographer for the Cuneo Press and the following year he became director of typography for the Ludlow Typograph Company, which position he held up to his death. Through his suggestions the Continental Type Founders Association was organized as a means of bringing many of the best European type faces to the United States. He himself designed and had cut a number of faces, the best known of these being McMurtrie Title, Vanity Fair Capitals, and Ultra-Modern. Between 1925 and 1926 he edited *Ars Typographica*, a "little magazine" of the printing world. Since 1934 he edited the *Bulletin of the Chicago Historical Society*.

As chairman of the Invention of Printing Anniversary Committee of the International Association of Printing House Craftsmen, 1939-40, Mr. McMurtrie contributed greatly to the history of printing and to the appreciation of the graphic arts. His *Wings for Words* (1940), written in collaboration with Don Farron, was a popular account of the story of Johann Gutenberg and his invention of printing. He published *The Gutenberg Documents* (1941), with translations of the texts in English,

and completed as editor *The Invention of Printing: a Bibliography* (1942).

Before he could write his inclusive history of printing in the United States, much original research had to be undertaken. This led to many shorter studies, such as *The First Printing in Georgia* (1927), *The Beginnings of Printing in Arizona* (1932), and *Montana Imprints, 1864-1880* (1937); and separate pamphlets on forty-seven of the forty-eight states have been issued. In 1936 the aid of the W.P.A. was offered and he became editor of the project known as the American Imprints Inventory. The American Bibliographical Society, financed by a grant from the Rockefeller Foundation, has continued this important project for publishing a bibliography of American imprints before 1877. Some thirty-seven publications have so far been issued toward its completion.

Systematically and with enormous energy, Mr. McMurtrie explored the history of printing. He died suddenly on Sept. 29, 1944, at the height of his career. Librarians and bibliographers for a number of generations will be indebted to him for his achievements.

CHARLES M. ADAMS

## Illinois Scholarships and Assistantships, 1945-46

SEVERAL scholarships and assistantships will be available for graduate students in library science at the University of Illinois for the academic year 1945-46. Candidates must hold an A.B. degree from an accredited college and a degree or certificate for the first year of professional study in librarianship from an accredited library school.

The Katharine L. Sharp Scholarship, maintained from the income of an endowment fund established by the alumni association, provides a stipend of \$300 for the year and exemption from tuition fees. Applications for this scholarship should be filed no later than Feb. 15, 1945.

University scholarships carry a stipend of \$350 and exemption from the payment of the usual tuition. They are open only to candidates who are not over thirty years of age at the time when the appointment is to be made. Applications must be filed no later than Feb. 1, 1944.

Assistantships in various departments of the university library and in some departmental libraries will also be available to graduate students. Applications should be filed as soon as possible and no later than May 1, 1945. Appointments will be announced on June 1.

## General

### "A Guide to Comparative Literature and Intercultural Relations"

designed to help the teaching program in these fields is being prepared under the joint sponsorship of the American Library Association, the Association of American Colleges, and the National Council of Teachers of English. Specialists from scholarly and professional organizations have been invited to select, edit, and annotate materials. The report will be useful as a guide to the materials found in American college libraries as well as in institutions throughout the world. Arthur E. Christy, of Columbia University, the chairman, says the guide will become an essential tool in the postwar educational reconstruction period.

## East

### The late Edward T. Newell bequeathed to Yale University Library

his collection of about 2300 Babylonian tablets of which four hundred pieces have just been received.

The Yale University Library has received the Stuart W. Jackson collection of Lincolnia, containing approximately two thousand pieces. The collection, which consists of books, pamphlets, programs, manuscript items, medals, sheet music, badges, and portraits of Lincoln, contains many rare items.

Cornell University has appropriated one thousand dollars for the purchase or production of films for use in connection with a course on human growth and development. This film-making project is part of a large program inaugurated by nine institutions engaged in teacher training in upstate New York. Mutual lending of films among member institutions will be arranged, and each institution, through the ownership of a few reels, will have available for its use several times the number it owns.

## News from

The Reading Clinic of the School of Education at the Pennsylvania State College will conduct in January 1945 a seminar on reading disabilities and in June 1945 a conference on reading instruction. Announcements and detailed information about these opportunities may be secured by addressing Betty J. Haugh, reading clinic secretary.

The Rush Rhees Library at the University of Rochester has received on deposit the papers of George Washington Patterson, who was active in New York and national political affairs through the middle of the nineteenth century. There are 530 items, including letters from Thurlow Weed and William Henry Seward. The collection was placed in the library by Mrs. Frank W. Crandall, of Westfield, N.Y., granddaughter of Mr. Patterson.

A survey of the entire research field in Washington, giving a detailed description of the resources and services of 190 governmental and nongovernmental establishments, has just been published by the Library of Congress under the title *Library and Reference Facilities in the Area of the District of Columbia*. It is intended primarily to make the many reference facilities of Washington more readily available to libraries and other research agencies throughout the country. Copies of the publication are available upon request to the Publication Office of the Library of Congress, Washington 25, D.C.

*The Library of Congress . . . and You* has been issued by the Personnel Office Recruitment Section of the Library of Congress. It is designed for its employees but contains much information outsiders will find interesting. It contains a lively, illustrated description of the organization of the

## the Field

library, explains the responsibilities and privileges of the staff, and gives some brief historical information.

Through the cooperation of the Army Ordnance Association, the Library of Congress has been able to make a film copy of the association's journal, *Army Ordnance*, now in its twenty-fifth year of publication. The complete file from v. 1, 1920, to v. 26, June 1944, on ten reels of microfilm, is now available for forty dollars a set. Orders should be sent to the Photoduplication Service, Library of Congress, Washington 25, D.C.

The Library of Congress has disclosed plans for the publication of a new quarterly which will serve as a guide to books published each year in the United States; it is to be prepared as part of the inter-American program of the Department of State. The preparation of the "United States Quarterly Book List" represents this country's effort to abide by the Buenos Aires resolution of 1936 that a bulletin containing bibliographical notices of recently published books of a scientific, historical, literary, or artistic nature be published quarterly in each of the American republics and that copies be sent to each of the other American republics for distribution to libraries, cultural institutions, and newspapers. Dr. Joseph P. Blickensderfer, professor of English and dean of University College, University of Oklahoma, has been appointed editor of the new quarterly.

Dr. Francis English,  
*Middle West* director of the Western Historical Manuscripts Collection of the University of Missouri Library, has issued bulletin number two describing briefly the significant collec-

tions received during the first year of its organization. A recent deposit includes the bulk of the correspondence and reports of the committee chairmen of the Constitutional Convention of Missouri, which has just completed its revision.

### *West*

The Library of Claremont Colleges, Willis H. Kerr, librarian, has received a bequest of \$26,000 from the estate of the late Jacob C. Harper, of La Jolla, Calif., to be invested as a permanent book fund.

The Claremont Colleges Library has acquired the collection of source materials—official W.R.A. reports, correspondence, camp newspapers, clippings, etc.—used by Carey McWilliams in preparing his recent book on the Japanese and race prejudice.

The Colorado State College of Education at Greeley has inaugurated a required humanities course for all freshmen. It meets ten hours a week the entire year and aims to acquaint all students with the development of the civilizing forces in human life from Greek times to the present. The work of the course is centered in the humanities reading room of the library, where books of particular value to the course are available. The book collection is supplemented by many audio-visual aids drawn from the library's collection. Much of the actual class time of students is spent in study.

Activities are under way to raise funds for continuing the Pacific Northwest Bibliographic Center when its original grant from the Carnegie Corporation expires on Apr. 1, 1945. The original grant of \$35,000 was made to the Pacific Northwest Library Association in 1940 to establish basic facilities for a bibliographic center for the region including British Columbia, Idaho, Montana, Oregon, and



Washington. Its main objectives were a union catalog and a survey of the resources of the Pacific Northwest libraries, both of which have been achieved. The union catalog now contains three million cards from the Library of Congress, John Crerar Library of Chicago, and thirty principal libraries of the Pacific Northwest. Inter-library loan service to 135 libraries was reported in 1944. Joint purchase agreements have been reached with 96 libraries and cooperation along other lines agreed upon.

#### *Personnel*

John T. Skelton, formerly head of the reference and circulation department of the University of Missouri Library, has been made assistant librarian, Kansas City Public Library.

Edward A. Wight, acting director of the library school of the George Peabody College for Teachers, has been appointed assistant librarian of the Newark Public Library.

Dorothy M. Fenton, formerly reference librarian at Lawrence College, Appleton, Wis., has been made librarian of Dakota Wesleyan University at Mitchell, S.D. Andrew J. Eaton, of the Graduate Library School of the University of Chicago, has succeeded her as reference librarian.

With the return of James G. Hodgson to Colorado State College after a year in residence at the Graduate Library School of the University of Chicago, Laura Makepeace, who was acting librarian during his absence, was made assistant librarian.

Mrs. Ellanora Kramer has been appointed assistant librarian and cataloger of Whittier College, Whittier, Calif., Wilma Bennett, librarian.

Mabel Gillis, state librarian of California, was awarded an honorary degree of

doctor of laws by Mills College on June 4, 1944.

Eunice Speer, of San Jose State College, has been appointed assistant librarian and instructor of library science at Illinois State Normal University, Normal, Ill.

Lulu Ruth Reed left Baylor University more than a year ago to become librarian of Catawba College, Salisbury, N.C.

Harold W. Bentley, associate director of the Columbia University Press in charge of University Bookstores, has been appointed director-librarian of the Benjamin Franklin Library in Mexico City. He succeeds Rudolph Gjelsness, who is returning to his position as director of the library school of the University of Michigan.

Helen A. Dooley, librarian of Southwestern College in Kansas, has resigned to accept a position as assistant librarian of the New Mexico State Teachers College.

Leona Robl began work as assistant librarian in charge of circulation and reference of the Fort Hays, Kan., State College on September 1.

Lucy E. Fay, who retired recently from the faculty of the School of Library Service, Columbia University, has been appointed acting librarian of Temple University, Philadelphia. She assumed her duties in September and will serve until J. Periam Danton returns from military duty. Emily M. Danton, who has served as acting librarian of Temple University since September 1943, has resigned and is now living in Sewanee, Tenn.

Rudolf Hirsch, director of the Philadelphia Bibliographical Center and Union Library Catalogue, has been accepted for overseas duty with the O.W.I. and reported for training on June 26.

Janet Judd has succeeded Mrs. Eva Fisher as librarian of Georgetown College, Georgetown, Ky.

## A.C.R.L. Activities, 1943-44

THE DIVISION has not met since Feb. 1, 1943, so all of the necessary business has been transacted by mail. These notes will review briefly the matters that have been before the board of directors and will summarize reports from sections and committees.

The membership of the division on Sept. 1, 1944, was 2140, an increase of 60 members over 1943. The total count for 1944 should exceed the membership high of 2215 established in 1941.

The board of directors approved a conference in print, and a committee with Errett Weir McDiarmid as chairman has been appointed to organize it. The papers from this conference will appear in an early number of *College and Research Libraries*.

It was necessary to drop a proposed plan for the exchange of books between American and Brazilian libraries. An estimate of the interest in such a project was secured and it appeared to be general enough to warrant another attempt at a similar exchange later on.

The board agreed to participate in the activities of a Joint Committee on a Book Campaign for Devastated and Other Libraries in War Areas. Carl M. White, of Columbia University, will represent A.C.R.L. on this committee, which is sponsored by the Council of National Library Associations.

A committee has been appointed to consider general recommendations concerning restrictions on interlibrary loans during Christmas seasons. Lorena Baker, of the University of Texas Library, is chairman of this committee.

Four ninety-six page issues of *College and Research Libraries* were authorized by the board for 1944. It was also agreed to

finance the preparation and publication of college and university statistics for the fiscal year 1943-44.

### Sections

The activity of the sections was planned with a view to holding to previous organizational gains and accomplishments rather than to further venture and development. Newsletters were sent out by the Agricultural Libraries and Reference Librarians sections. A newsletter and questionnaire were sent to members of the Engineering School Libraries Section. These communications kept the membership informed about section affairs and brought suggestions to the officers relative to future programs. The Engineering School Libraries Section, for example, asked its members for a list of services the section might render during the next year or so: whether there were bibliographies which might be compiled; articles which should be written; how membership might be increased; and whether regional meetings should be held during the war period when A.C.R.L. conferences are suspended.

The Libraries of Teacher-Training Institutions Section has a committee at work on extension courses in the training of teacher librarians. The Reference Tools Committee of the Reference Librarians Section has been continued. Ten projects were selected by the committee for immediate attention and others will be added, though most of them must wait for normal times for completion. This section elected as new officers for 1944-45, Herbert F. Ricard, Queens Borough Public Library, chairman, and Elizabeth Bond, Minneapolis Public Library, secretary.

The officers of the Junior College Li-

braries Section are planning to issue a newsletter next year. A directory of the Engineering School Libraries Section has been issued under the direction of Brother Aurelian Thomas, who is serving as acting chairman as well as secretary of the section during the absence of Harold Lancour, who is on military leave.

#### *Committees*

*The A.C.R.L. Committee on Wartime Activities.* The major work of this committee is shown in three publications on "College Training and the War," issued in *Libraries and the War*, for Jan. 19, 1943, July 10, 1943, and Nov. 20, 1943. This series ceased when grants from the Carnegie Corporation for wartime activities were discontinued. Notes on wartime activities in college and university libraries are now appearing in the *Library Journal*. A comprehensive review of these activities was prepared by Phillips Temple, a member of the committee, and published in *College and Research Libraries* for December 1943.

The most important work of the committee during 1943-44 concerned negotiations with the Army and Navy for allotments covering library costs in connection with the Army and Navy specialized training programs. These negotiations formed the basis of a very helpful report which was sent to librarians of colleges and universities with service contacts. A complete report on the contributions to the war effort of college, university, and research libraries will have to wait, however, until after the war. William H. Carlson, of the University of Washington, has been appointed chairman of a subcommittee which is giving special attention to postwar planning. This committee is under the general direction of the A.L.A. Committee on Postwar Planning and the A.C.R.L. Committee on Wartime Activities, Charles H. Brown of Iowa State College, chairman.

*Committee on College and University Library Buildings.* Chairman Ralph E. Ellsworth reports that his committee has answered a number of inquiries during the year, ranging from specific questions concerning architects to more detailed analyses of library problems. The chairman is himself at work developing plans for the new library building of the State University of Iowa.

During the coming year the committee will work closely with Julian P. Boyd, of Princeton University, who has organized a series of meetings of librarians of universities planning buildings in the immediate postwar period. The purpose of these meetings will be to exchange ideas and information which might result in economies in planning and also in improved buildings and services in the libraries about to be erected.

*Periodicals Exchange Union.* The name of this committee has been changed to the Duplicate Exchange Union, and the procedures for exchanging materials revised. Donald E. Thompson, the chairman, sent a questionnaire to all members of the union in May calling attention to the changes in procedure. There are now seventy member libraries and several more are expected to join soon. According to replies received from a questionnaire sent out early in the year, the union is making itself indispensable.

#### *Proposed Amendments*

*Committee on Constitution and By-Laws.* The two proposed amendments to the constitution relating (1) to life members of the A.L.A. who wish to become life members of A.C.R.L.; and (2) to membership on the A.C.R.L. Board of Directors of its senior representatives on the A.L.A. Council, will be presented at the next annual meeting. The committee, which is headed by Samuel W. McAllister, University of Michigan, did not meet during the year.

## Finance

The following is a report of the expenditures of the division for 1943 as submitted in the annual report of Mrs. Vera S. Cooper, treasurer:

	<i>Income Budget</i>	<i>Actual Jan. 1-Dec. 31, 1943</i>
Balance, Jan. 1, 1943 .....	\$2118.78	\$2118.78
Allotment from A.L.A. ....	1500.00	1767.75
Additional section choices .....		2.00
	<u>\$3618.78</u>	<u>\$3888.53</u>
<i>Expenditures</i>		
College and Research Libraries .....	\$1125.00	\$1125.00
Sectional expenses	400.00	
Agricultural .. ( 50.00)		6.59
College libraries .....	( 50.00)	
Engineering school .....	( 60.00)	
Junior college. ( 30.00)		12.13
Reference .... ( 50.00)		35.28
Teacher-training institutions .....	( 30.00)	
University ... ( 50.00)		
Committee expenses .....	300.00	
Periodical exchange .....		6.14
Officers' expenses	300.00	
President .... ( 75.00)		12.15
Secretary .... (150.00)		119.20
Treasurer ... ( 75.00)		4.67
	<u>\$2125.00</u>	<u>\$1321.16</u>
Unallocated balance .....	\$1493.78	
Contribution to American Standards		

Assn. for publishing *American Standard Reference Data and Arrangement of Periodicals* .....

15.00 1336.16

Balance on hand..

\$2552.37

The budget for 1944 has been approved by mail vote of the board and is outlined as follows:

	<i>Income</i>	<i>1944 Budget</i>
Balance, Jan. 1, 1944 ....	\$2552.37	
A.L.A. allotment, Sept. 1-Dec. 31, 1943 .....	81.10	
Estimated allotment, A.L.A., 1944 .....	1500.00	
Total .....		<u>\$4133.47</u>
<i>Expenditures</i>		
College and Research Libraries .....	\$1200.00	
Section expenses .....	330.00	
Agricultural libraries ..	(50.00)	
College libraries .....	(50.00)	
Engineering school libraries .....	(50.00)	
Junior college libraries..	(50.00)	
Reference librarians ...	(50.00)	
Teacher-training institutions .....	(30.00)	
University libraries ....	(50.00)	
Committee expenses .....	265.00	
President's office .....	35.00	
Secretary's office .....	150.00	
Treasurer's office .....	20.00	
Total .....		<u>\$2000.00</u>

BENJAMIN E. POWELL, *Secretary*  
A.C.R.L., 1941-44



# Review Articles

## North Texas Regional Libraries

*The North Texas Regional Libraries; an Inquiry into the Feasibility and Desirability of Developing Them as a Cooperative Enterprise.* A. F. Kuhlman. George Peabody College Press, 1943. 85p.

This is a refreshing book. It is clear, persuasive, sensible, and revolutionary. It deals with a situation interesting in itself, and which epitomizes larger and more diversified groups of libraries. The three pairs of "North Texas regional libraries" form a triangle with sides no more than forty miles long. At the apex, in Denton, are two state-supported colleges for women. At each of the other angles, in Dallas and Fort Worth, are an urban university library and a public library. Like all Western libraries, these started late, around 1900. They are comparatively small, ranging from 80,000 to 160,000 volumes. They belong to diverse organizations. Two are municipal departments, two are state-supported college libraries, and two are parts of private institutions. They are near enough to each other to suggest cooperation but too far apart for consolidation.

The four college presidents asked Dr. Kuhlman to decide whether the libraries should be coordinated, and if so, how. To answer the first question, he surveyed in detail the area they serve, the college curricula, and the contents of the libraries. The facts upon which he based his analysis were prepared in tabular form by William Stanley Hoole and the other five librarians. Dr. Kuhlman supplemented their work by inspecting the libraries. Not very strange to say, he decided that they need coordination, for the good of upperclassmen, graduate students, professors, and businessmen. His arguments, while familiar, have seldom been presented with equal tact.

The facts brought out in the first section of the survey raise the question of why these libraries did not long ago work out a system of cooperation. Institutional and urban rivalries probably delayed cooperation until now, since, in the West, local rivalries may

be classed among the major sports. In recent years the need for cooperation has grown more and more obvious, as the college libraries reached the awkward age at which they are larger than necessary for junior college instruction but not quite large enough for effective senior college and graduate study. Graduate enrolment reached respectable proportions in the five years before Pearl Harbor. Around nine hundred, or about one third, of the graduate students of Texas attended these institutions in each of these years. The five-year total exceeds that of the University of Texas by 20 per cent. The public libraries may also have reached a turning point, if, as Dr. Kuhlman holds, they need scientific and technical publications to aid the industries centering in Dallas and Fort Worth.

Having shown that the libraries should be coordinated, Dr. Kuhlman faces the question of how to do it. He recommends a union list of serials (now compiled) and a union catalog—devices which do not of themselves coordinate library resources and services. To plan the fitting together of resources, he recommends other measures which have been adopted or suggested elsewhere without marked success, viz., unified planning, especially in the acquisition of serials, by dividing responsibility for acquiring them, and joint employment of a field agent to gather North Texas historical materials.

None of these recommendations would impair the sovereignty of each institution or city over its library, hence, up to this point the plan fails to come to grips with the central problem of library coordination in this country, which is the independence of libraries one from another and their dependence on larger organizations. Where the state controls local libraries, as in Denmark, Germany, and Russia, they can be united in a national system without difficulty. In America local and state governments by-pass the obstacles which the federal system of government places between them by establishing an *ad hoc* organization, such as the Port of New York

Authority. Dr. Kuhlman proposes this expedient for the North Texas group.

He might have proposed consolidation of the graduate schools, but to do so would have been impolitic under the circumstances. Instead, he advocates uniting the libraries under a central administration for an experimental period of three years. He specifies only vaguely the powers and duties of his *ad hoc* library authority, which is to consist of a representative council (already formed) and a director of libraries. Outwardly, his plan resembles the Oregon and Georgia college library combinations, but he substitutes for a council of librarians one of deans, trustees, and presidents. They can, if they will, go much further than librarians. The director would supervise the cooperative devices of the program and advise the council on other measures. He would not govern the member libraries, but Dr. Kuhlman hints that he might in time replace their head librarians.

Dr. Kuhlman points out the direction, without specifying the exact route and the rate of advance, leaving these tasks to the council and the director. Will the new vehicle move, without being fueled by a foundation grant? A great deal depends upon the leadership of

the council and the tact of the director, if one is appointed. If not in North Texas, such a plan may be adopted elsewhere, perhaps in circumstances permitting the director to assume authority over the internal administration of the member libraries. In regions where library use has greater variety, the professional, civic, and trade associations might be represented on the council, thereby giving the clientele of public and special libraries a voice in the planning of library resources. Central purchasing and cataloging of books might develop in some centers.

Dr. Kuhlman has invented a mechanism with great possibilities, particularly in the West and South which need a workable plan for combining libraries. While not new in a single detail, his invention offers a novel and, let us hope, practicable answer to the dilemma of library needs versus library fealty. Its worst flaw on paper—a want of detail, of specifications—will probably become its greatest virtue in practice. The details will be filled in by people aware of local limitations and potentialities. When a model has been set up and tried out, it will probably be widely copied.—*John Van Male, librarian, Madison College, Harrisonburg, Va.*

## Manual for Trustees

*Manual for Trustees of Colleges and Universities.* Raymond Hughes. Iowa State College Press, 1943. IX, 166p.

To the librarian, as to the faculty at large, the college or university trustees are a group apart—certain gentlemen of prominence who appear at convocation or other great occasions. They, according to tradition, are the ones who blue-pencil budget requests; again, and according to the same source, they do not approve of innovations, either academic or political. As a matter of fact, librarians probably know as little about trustees as the latter know about librarians.

Trustees become trustees from a variety of sources and are chosen for a variety of reasons. They invariably come to their positions with a record of successful accomplishment in their own fields and with undoubted abilities which should be turned to the lasting profit of the institution. Many of them, however, come with little knowledge of academic procedure save what they may recollect

from their undergraduate days. The duties and powers of a trustee grew in a process somewhat akin to the development of the common law, restricted by tradition and extended by the initiative and interest of the individual trustee. Generally they have done their job well. There have been isolated cases in which boards of trustees might have been charged with neglect of duty if nothing more. At the other extreme might be placed the board of which it is said that it meets every Thursday as regularly as Rotary, stifling the college by too much government.

Primarily the duty of the trustees is to operate the college, since they, as a body corporate, actually own the institution, or, in the case of a public institution, act, as it were, with a power of attorney from the citizens. General tradition and custom indicate that this is best accomplished by the delegation of power to one or more officers, depending upon the size and complexity of the college. One would expect that the degree

of delegation would depend first upon the amount of confidence the trustees were willing to place in these officers and, second, upon whether the trustees were willing to admit that education is the business of experts in that field rather than of experts in business, banking, or law. Really it is simply a question as to how much detail should be referred to the trustees. Should these busy people who give their time to the college be required to pass on the suitability—academic, personal, or political—of individual faculty appointments? Rather, it would be expected that they would simply direct the president to secure the best faculty possible with such and such a salary scale. Usually this attitude holds where the president is concerned, for he is naturally regarded as having expert knowledge. But when it comes to the professor and his new laboratory building, or the librarian and his library, too often the specific expert knowledge is ignored for the broader view of the architect. All librarians can cite instances of buildings erected without reference to their functionalism within the college.

President Hughes approaches the duties of the board from experience on both sides of the fence. As teacher, dean, president, and trustee he has had the opportunity to observe institutional operation from a variety of angles, and it would seem that he has retained all of these viewpoints in his memory for use at this time. The result is a considered and objective judgment which will benefit most experienced and all neophyte trustees.

Librarians are usually willing to leave to others the discussion of the management of college finances, athletics, teaching loads, fraternities, and compulsory chapel. At the same time few other professions are as willing listeners to criticism of themselves—and frequently, condescending criticism—as are librarians. Perhaps through lack of expressed opinion on the affairs of the rest of the campus we have gained a reputation as a cloistered group, and because of our willingness to listen to criticism there may have grown up a supposition that any competent professor could run the library as well as the librarian does. We are on safest ground, however, if we discuss our own field of activity and allow the other parts of the college to speak for themselves.

Except for the general discussion of the faculty, President Hughes devotes practically as much space to the library as he does to any other phase of the college. No one of our profession is likely to quarrel with his division of emphasis. Indeed, it seems to be much more proper than is usual in discussions of college administration. The details of library administration and the emphasis given to each of the selected details are the interesting points for consideration. The subheading "The library must be in charge of a competent librarian," might be twisted to imply that the other departments did not require competence, if the librarian were not referred to four or five times with the qualification "... if fully competent."

One would not wish to be petty in discussing a book as generally excellent and useful as this manual. Would it not seem, however, that the trustees should be furnished a more effective and broader approach to the problem of an adequate library than to be told to consider whether the time required to secure a book at the delivery desk is more than two minutes—except perhaps where it may be with a view to inducing the trustees to allow the librarian to design a new library building? Trustees have little enough time to devote to the college library, and that time ordinarily could be better spent than in worrying about such points as this, and about reserved books, duplicate copies, microfilms, and interlibrary loans. These are administrative matters which should be considered by no higher authority than the faculty committee on the library.

To most trustees the library is a definite entity, something in which they can interest themselves much more easily than in the teaching departments. Could not their interest, therefore, be directed towards subject matters appropriate for their consideration? The budget of the library should be their first concern, as President Hughes would agree. Their consideration of the budget should embrace not only the number of dollars but the type of budget and the authority of various officers, such as the librarian, the dean, the comptroller, and the faculty committee, over that budget. It should be in relation to the future as well as to the past program of the college. The desirable or necessary size of the library and the fields of

knowledge to be covered cannot be determined by anyone but the trustees, since the decision rests on the determination of a long-term fiscal and educational policy. It is the same problem on the trustee level as the question of the value and duties of the faculty committee on the library. The ideal is a strong committee and a strong librarian, both broad enough in their interests to work objectively. If there is a weak committee it becomes a rubber stamp; if there is a weak librarian the committee tends to usurp the administration of the library. By their position the trustees are too strong for the librarian to oppose

them, and they should be warned away from purely administrative matters to fields where their peculiar knowledge and abilities will be most useful.

It is unfair to judge this much-needed manual by the chapter which most interests the library profession. If librarians are not too closely locked in their ivory towers they will realize that the general problems of the campus have been handled in it most adequately, even though librarianship may have been regarded somewhat casually.—*Helmer L. Webb, librarian, Union College, Schenectady, N.Y.*

## Letters in Public Relations

*How to Use Letters in College Public Relations; A Survey of Principles and Source Book of Effective Examples.* William H. Butterfield. Harper and Brothers, 1944. 182p.

The subject of public relations is frequently thought of as something a bit esoteric, a semi-mysterious method by which a reputation can be created where none existed before or a poor reputation made over into a good one. Operating upon such a notion and pursuing such an objective, an institution sometimes will hire a public relations expert at a high salary and hopefully await a miracle of accomplishment.

It is true, of course, that public relations experts are frequently worth their money. But it is equally true that in the long run the public reputation of an institution can rise no higher than its source, that no amount of "experting" can substitute for administrative officials who are alive to opportunities for improving the public impression which they themselves are constantly making whether they consciously will it or not. Such officials can profit from the advice of an expert, but much of the final result will be wasted unless they learn how to make the most of their own efforts.

As institutions, colleges and universities can be especially deceptive to their own agents. To presidents and other administrative officials, they may seem—with their curricula and the paraphernalia of grades and records and degrees—wholly formalized. Left to its natural tendencies, it should be noted, ad-

ministration can become a creeping paralysis which minutely classifies and eventually ossifies official operations and turns all communication into stereotypes. Yet the human and personal contacts of a college or university are remarkably many and diverse, and the opportunity to use them wisely occurs frequently. Most parents, in the fondness of their parenthood, approach the college of their own or their child's choice in a misty-eyed manner which is much closer to that of a love affair than of the purchase of a specific commodity, education. Most students, at least in the beginning, look upon college as an exciting adventure. And alumni, as we have been reminded, often see their alma mater in the light of the "four happiest years of my life." The college or university which does not recognize this situation as vital for its public relations is missing its opportunity and part of its job.

Such are the implicit conclusions of the author of the present little book on the writing of letters in college public relations. Explicitly, Mr. Butterfield urges the college official not to wait upon the formal need or occasion but to write "those 'extra' letters" which take much of their effectiveness from the fact that they are unexpected. Congratulate the student or the alumnus upon his newest accomplishment, he says, as soon as you learn of it. Welcome the parent or other lay friend of the college to events at your institution in which he may be interested, even though he possibly cannot attend. Make your tone friendly and personal. Even letters which



carry the same message to many persons should be individually typed and personally signed. When possible, a handwritten note, however short, is even more effective. If all this sounds a little like some of the "service" propaganda of the luncheon clubs, it will hardly seem so in the context of particular instances which daily confront the college administrator.

Mr. Butterfield supports his thesis with many examples of the kind of letters which seem to him effective. The examples are useful and pertinent, but I find his own exposition, given briefly at the beginning of each chapter, more helpful. There is, for example, his list of those clichés in correspondence which can cool off the warmest of original intentions. Here are a few of them: "I take pleasure in," "your communication," "pleasure of a reply," "take this opportunity," "wish to acknowledge," "due to the fact that," "under separate cover," "I am happy to inform you." You can call them circumlocutions or simply bad English, but I suspect that almost anyone who handles much correspondence is sometimes guilty of using such stereotypes. Mr. Butterfield would have you not only increase the number of your contacts through letters but improve on their quality.

I assume that librarians in particular could take his words to heart. It may be that the formal and technical aspects of library train-

ing are worse than no preparation at all for the writing of frequent and personable letters. It may be that some librarians chose their profession partly to escape the personal contacts which Mr. Butterfield seeks to improve—though I do not know exactly why that should be. It may even be that college librarians are so frequently disappointed in the student, alumni, and faculty relationships they have already experienced that they are not anxious to increase them—although that doesn't sound logical either. But all chiding aside, how many of us look forward to receiving or reading letters from other librarians? (Mr. Butterfield, incidentally, makes much of improved relations by letter within the educational profession.)

An increased use of friendly, ingratiating letters would seem to be an inexpensive and not too difficult method of improving college library relations. The student, the alumnus, the donor to whom the letters might or should be written, is often a person with whom there is already some established relationship and if he is a stranger the challenge of establishing a good relationship by letter can be met largely at the librarian's own convenience. Friendly letters can be written by amateurs as well as experts. If any proof is needed on this point, the variety among Mr. Butterfield's examples has it to offer.—Paul Bixler, librarian, Antioch College, Yellow Springs, Ohio.

## Guide to Title Page Russian

*Librarian's Guide to Title-Page Russian and Principles of Transliteration with an Introduction to Russian Law Books.* Elsie Basset. Columbia University Libraries, 1944.

What with the present interest in and growing importance of Soviet Russia, an increasing number of librarians is apt to be faced with the prospect of handling literature in the chief language of that country. They will find helpful information and clues to some of this in the handbook under review, particularly if they have no knowledge of Russian. The volume addresses itself especially to catalogers of legal literature.

It contains a section on language, in which spelling, pronunciation, and, of course, the vexing problem of transliteration are briefly discussed. Here one finds a list of "words

most commonly found on title pages of Russian law books with their most common meanings." Another section is devoted to the various phases of the cataloging process. Under the heading "Official Publications," the author describes the Russian calendar; lists the chief legal texts, from the eleventh-century *Russkaya Pravda* to the Stalin Constitution as well as the publications containing Soviet statutes; and supplies the entries for the government bodies of both the imperial and the Soviet eras. The volume concludes with suggestions for further reading on the topics treated and with a bibliography.

The author is generally well-informed and judicious. It is difficult, however, to see why *A Short History of Russia* by Mary P. Parmele is the only work on Russia's past which Miss Basset chooses to recommend. Within

the last twenty-five years several histories have been published which are superior to a book written at the turn of the century on the curious assumption that "the Russian people have had no history yet." *Russia from the Varangians to the Bolsheviks* by Beazley, Forbes, and Birkett (Oxford, 1918) is an admirable account of the period indicated in the title, and there are several one-volume works, for instance those of Vernadskii and Pares, which bring the story down to date. As for lexicons, Segal's *New Complete Russian-English Dictionary* is certainly the largest but it leaves much to be desired, and second place should perhaps be given not to the antiquated Alexandrov volume but to the Boryanov and Muller dictionary, a third edition of which, "revised and enlarged," was brought out by Dutton early this year. That a "Russian-English Chemical and Technical Dictionary" has been announced for publication by a New York house (John Wiley and Sons) will be welcome news to the growing number of people dealing with scientific Russian. Miss Basset lists four grammars, including the first edition of Nevill Forbes's *Elementary Russian Grammar*. She fails, however, to list a second revised edition, using the new spelling, which appeared in 1943. It is also regrettable that she has not taken note of an equally excellent and more detailed presentation of the subject, that is *Colloquial Russian* by Mark Sieff, published in England in 1943 and brought out

here by Dutton this year.

The language material offered is irreproachable or nearly so. The statement on p.5 that "adjective endings *ago* and *yago* in the old orthography are *ogo* in the new" must be a misprint: *ogo* replaces only *ago*. And, of course, "the original form" of the name of the great Russian publicist is not Hertzen but Herzen (p.10). This reviewer must also take exception to a statement occurring on p.2. It is true that the alphabet, of which the modern Russian letters are a variant, was named for St. Cyril, the apostle to the Slavs. But it is generally held that he did not invent the Cyrillic characters. He probably devised the Glagolitic alphabet. It is not known who invented the Cyrillic letters, and there is a good deal of uncertainty as to when they originated. This must have been either shortly before or after 900 A.D. (St. Cyril died in 869 A.D.), as a substitute for Glagolitic. St. Cyril, Miss Basset writes, took the letters "from the Greek of that period, retaining only a few of the ancient Slavonic characters which had been used prior to his time." Many Cyrillic letters are indeed clearly modeled on Greek uncials; of the rest, three, at the most, may have been taken over from the Glagolitic alphabet. The derivation of the others is obscure. The error, being of no practical import, is not serious in a work of this nature, and on the whole the book serves its purpose very well.—Avraham Yarmolinsky, *New York Public Library*.

## Reference Books of 1941-43

*Reference Books of 1941-1943*. . . . Third informal supplement to *Guide to Reference Books*, Sixth Edition, by Isadore Gilbert Mudge. Constance M. Winchell. American Library Association, 1944. 155p.

Miss Hutchins speaks of Mudge's *Guide to Reference Books* and its supplements as the "solid base of a small pyramid of lists of reference books, diminishing in size and importance the further away they get from the base."<sup>1</sup> This base is now enlarged by the third three-year supplement, *Reference Books of 1941-1943* by Constance M. Winchell.

<sup>1</sup> Hutchins, Margaret. *Introduction to Reference Work*. Chicago, American Library Association, 1944. p. 89.

Lists come, are checked, and often forgotten, but the Mudge-Winchell series is consulted over and over; it is used not only as a buying guide but also as a reminder and inspiration when working on reference problems.

Selection of titles in the basic work was made with the general library in mind,<sup>2</sup> and the same point of view has been maintained. The policy of inclusion as stated in the 1938-40 supplement is to list new works, new editions of works previously appearing in Mudge, and new parts of reference continuations which were covered in the *Guide*. New

<sup>2</sup> Mudge, Isadore Gilbert. *Guide to Reference Books*. 6th ed. Chicago, American Library Association, 1936. p. iii.

issues of regularly established annuals have not been listed unless some change in scope or policy seemed to make a new annotation desirable.<sup>3</sup> The reviewer was surprised not to find the 1941 edition of *The Bookman's Manual* by Graham until she discovered that it is not in the sixth edition of Mudge. Technically, then, the supplement should not include it, though it seems unfortunate for this useful tool not to appear in our basic guide to reference books.

"Processed" publications made their appearance in the 1938-40 volume and many are included in the third supplement, though no bibliographic note indicates that they are so published. One of the very interesting and useful features of this list is the unexpected number of rather slight, inexpensive works that are included. Many of these pamphlets are bibliographies on rather small subjects that have been prepared by government bureaus, universities, or societies and might easily escape the attention of the librarian. Among these publications are also directories, concordances, and dictionaries. They are very helpful to the small libraries always on the lookout for free and inexpensive material, and also to the library specializing in certain subjects. One mimeographed publication that was omitted but might well have been included with the technical manuals for libraries is *Code for Cataloging Music*, prepared by the Music Library Association in 1941 and 1942.<sup>4</sup>

Because of the increased interest in technical subjects a larger number of books in these fields has been listed. The subject of marine engineering, which was not included in the second supplement or in the *Guide*, is represented by seven titles in the third supplement. There are fourteen titles under the heading Military and Naval, ten on aeronautics, six on mechanical engineering.

In spite of the war there appear eighty-one titles published outside of North and South America, about half of them from England and ten from Germany. While many of these are volumes added to sets that have been in preparation for some time, it is interesting to notice that such a new work as Loewenberg's

*Annals of Opera, 1597-1940* was published in England in 1943. Only books that could be examined in New York libraries have been included.

*Reference Books of 1941-1943* follows the same arrangement as the *Guide* and earlier supplements. It is printed clearly and has different sized types to indicate subjects and their subdivisions. Running titles at the top of each page give subject content. It includes about 650 items. Entries give author, full title, place, publisher, date, rather complete collation, series, price, Dewey classification number, and usually an annotation. A note states that prices of foreign books have been omitted unless readily available. Apparently that policy has been followed also with domestic publications, for about seventy-five have no price. At least a third of them are government documents, many of which, no doubt, are free; others are issued by societies, universities, or libraries; a few by commercial publishers.

The annotations are generally explicit, giving the scope and arrangement of the work. Sometimes comparisons with earlier editions are made; for example, the annotation on the fourth edition of Merle Johnson's *American First Editions* reads, in part, "Omits 23 names included in the 1936 edition and adds 11 new ones." An excellent note on the *Union List of Microfilms* by the Philadelphia Bibliographical Center points out its uses in the library. Sometimes, though not in many cases, the annotations are evaluative; this type of note is used for Runes's *Dictionary of Philosophy*. Comparison of similar works is occasionally made, as for the dictionaries of abbreviations by Partridge and by Stephenson. Very complete contents for such works as the *American Imprints Inventory* by the Historical Records Survey and the *Bibliographies of the World at War* by the Legislative Reference Service of the Library of Congress are quite useful.

The reference librarian of a general library in examining this new supplement can express only pleasure in its appearance and satisfaction in the number of useful titles that are being added to the library because she did examine it.—Emily Garnett, reference librarian, Texas Christian University, Fort Worth, Tex.

<sup>3</sup> Winchell, Constance M. *Reference Books of 1938-1940*. Chicago, American Library Association, 1941. p. 34.

<sup>4</sup> Music Library Association. *Code for Cataloging Music*. The association, C. V. Nimitz, Music Division, Public Library of the District of Columbia, Washington, D.C.

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